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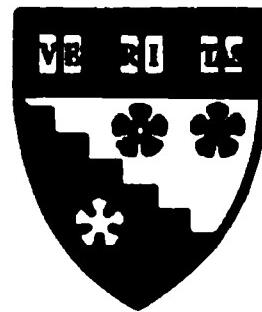
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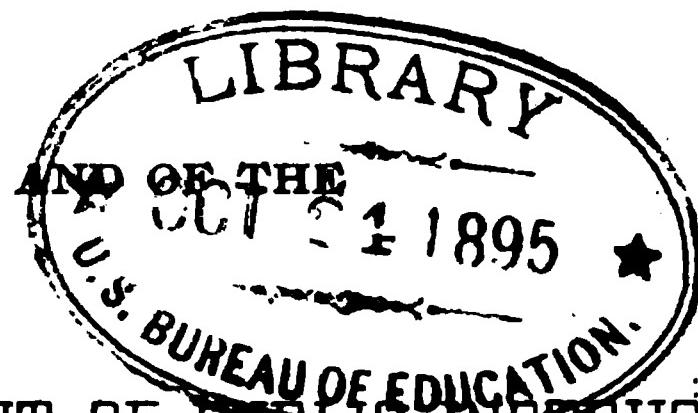


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INDEX

Apparatus—What to Buy.....	6	Desk Work.....	689
Armour's, Phillip, Gift to Chicago.....	58	Dialogue for Thanksgiving.....	699
Answers to Questions—		Definition of Poetry.....	722
63, 136, 207, 267, 324, 389, 448, 518, 580, 640, 702, 772		Devices for Primary Biography Work.....	735
Amendment to the S. T. A Constitution....	91	Education Bearing on Feeling.....	432
Adding by Endings	175	Education and Freedom.....	564, 628
A Quarrel.....	194	Educational Indiana.....	604
A School of the Future.....	119	Early Days.....	606
An Autumn Walk by a School.....	226	Endings.....	624
A Letter	253	Easy Writing.....	684
Arbor Day March (Poem).....	261	Fort Wayne vs Terre Haute	386
A Song of Spring.....	364	First Day of School	574
Animals	438	Five Peas in one Pod.....	622
Arbor Day	511, 630, 636, 693	Guide to the Study of Literature..	29, 121, 185, 241 318, 376, 508, 567, 678
A Plea for Fairness.....	456	Grading in Country Schools.....	59
A Criticism.....	574	Grammar Lesson	171, 299
Are You Miss Flint?..	599	Geography	365
A Soft Answer	666	Games of Boyhood.....	554
Analysis	675	G. C. D. and L. C. M.....	757
A Pennsylvania Institute.....	781	Helping Pupils.....	48
Author of "America"	767	Have You "Peas in Your Shoes?"	53
Book-table...73, 145, 230, 462, 530, 592, 652, 715, 784		Happy New Year,.....	57
Beautiful Snow.....	198	How Washington Kept a Birthday.....	130
Biography Work.....	292	High School Section.....	102
Busy Work (Illustration).....	427	Hand Swinging	118
Best Teacher From a Sup't's Point of View	467	History, U. S. (advanced).....	357, 429, 486
Best Sup't From a Teacher's Point of View	475	How to Interest Pupils	378
Busy Work.....	488, 64, 689	How One Teacher Read	434
Blocks	559	Hoosier, Origin of Term.....	543
Columbian Exposition....59, 320, 337, 306, 514, 696		History of Educational Journalism in Indiana.....	655
County Sup't's Meeting	101	How Much?.....	759
City Sup't's Convention.....	69, 783	Horace Mann.....	694
County and Village Section.....	103	In Indiana (Poem)	69
Can You Read?..	374	Indianapolis Schools.....	285
College Pranks.....	385	Industrial Training	346
Compulsory Education.....	476	I Meant To.....	362
Class Excursions.....	498	In the Children's Building at Chicago..	495, 556
County Sup'ts, Qualifications of	535, 719	Institutes to be Held.....	525
Combinations.....	561	Ideals.....	610, 667
Consistency of Inconsistency, The	634	Is the Law Constitutional?	769
Chicago Day at the World's Fair	695	John's Sister.....	440
Columbus's Ashes.....	708	Language Exercise	51
Christmas Story	751	Language Work.....	110
Christmas Program	761	Lesson in Language and Generosity	181
College Brutality	767	Liberty Bell	321
Division—A Lesson	19, 127, 18, 244, 246, 312	Literature Advantages to Schools.....	403, 595
Device in Discipline.....	200	List of County Superintendents.....	454
Decoration Day Program	314	Longest Day in the Year	511
Doat's for the Reading Class.....	32	Lake Forest University.....	511
Dialogue for two little boys.....	364		
Do not be too proud to ask questions	570		
Discipline.....	686		

INDEX

List of Good Books.....	693	Spelling Papers.....	1M
Liberty Bell, The New.....	708	Suggestions in Multiplication.....	172
Lesson from Burke.....	749	Spiders.....	306
Legend of the Christmas Tree.....	762	Southern Ind. Teachers' Association.....	334
Mathematical Section.....	100	Select Schools.....	355
Magic Square of Archimedes.....	175	Square Root.....	380
Normal vs. High School Methods.....	181	State Normal School Trouble.....	443, 513, 527, 575
Number Stories.....	254, 304		625, 698, 768
Notes on the Use of Tobacco.....	290, 868	Stamp Act Congress, The, 1765.....	490, 549
Northern Ind. Teachers' Association.....	330	Sectarian Training.....	506
Needed Improvement in Institute Work.....	456	State Normal Class of '93.....	527
New Theory of Intermittent Springs.....	662	Secret of Success.....	571
Our Pleasant School.....	193	Sarah T. Bolton.....	576
Opening Exercises.....	251, 570	Spelling.....	671
Observation.....	253	Study the Reading Lesson.....	753
Obligation of Trustees to Teachers.....	320	Suggestions for Teachers.....	760
Order.....	369	The System vs. the Child.....	35
Oklahoma, The New.....	634	The Socratic Method.....	38
Primary Literature.....	12	Teaching as a Profession.....	75
Primary Reading.....	38	The Public Schools and Real Life.....	87
Primary Language.....	41, 167, 237	The use of Written examinations.....	115
Personals.....	72, 144, 215, 278, 339, 40, 459, 528	Test Problems.....	176
	589, 648, 713, 786	The Tree's Rebellion.....	195
Present Tendencies in Education.....	149	The Better Way.....	95
Plea for Industrial Education.....	190	The Middle One of Three.....	196
Primary History.....	105, 162, 230, 357, 485	The Extra Lesson.....	257
Prize Offer.....	263	To the Children of Indiana (Poem).....	273
Purpose.....	422, 734	To the Educators (Poem).....	274
Primary Number.....	254, 304, 425	The Law and the Schoolmaster.....	341, 729
Punctuality.....	571	The Wonder World.....	349
Patriotism.....	573	Two Black Beans (Poem).....	353
Pay for Attending Township Institutes.....	585	The Little Lazy Clouds.....	363
Primary Phase of the Beautiful.....	738	This, too, Shall Pass away.....	371
Punishment—Friday Afternoon.....	755	Teachers' Licenses.....	384
Programs—Nature Work.....	756	The Two Principles Underlying a Course of	
Questions by State Board.....	61, 133, 204, 261, 321	Study.....	416
	386, 445, 515, 577, 638, 699, 769	The Patriarch's Blessing.....	439
Queries and Answers.....	140, 211, 271, 324, 394, 524	The Bird's Lesson.....	440
	584, 645, 706, 776	To Know What to Look For.....	546
Questioning.....	248	True Heroism.....	572
Relation of School Training to Citizenship.....	79	Think Before you Speak.....	574
Report on Reading Circles.....	82, 395	The Best.....	609
Report on World's Fair Educational Exhibit.....	94	The Sentence as a Means of Culture.....	620
Report of Legislative Committee.....	98	Tardiness.....	678
Reading Circles.....	199, 587	The Teacher's Ferris Wheel.....	745
Refunding Law, The.....	442	The Wind and the Leaves (Poem).....	754
Rural School, The.....	484	U. S. School Commissioner.....	133
Religious Training.....	506	Variety in Dress.....	354
Religion in the Public Schools.....	625	What Should be Done With Incorrigibles?.....	1
Relics.....	679	Washington's Birthday—Program.....	12, 17
Story for First Year Pupils.....	49	What do we Plant?.....	260
State Teachers' Association.....	75, 777	What is the Remedy?.....	296
Scholarship vs Professional Training.....	84	Wasting Time.....	369
Should We Have Free Text-Books?.....	92	Why Watch Signs are Painted 8:18 P. M.	375
School Officers' Section.....	99	Wabash College.....	397
School Legislation.....	132	Why the Teacher Should be Early.....	485
		What Makes a Good School Journal?.....	512
		World's Fair from Above.....	743

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WHAT SHOULD BE DONE WITH INCORRIGIBLES?

S

By T. J. Charlton, Supt. of the Boys Reform School.

Webster defines incorrigible as "*incapable of being corrected or amended.*" It is in this sense that the word is used among prison wardens and refers to that class of convicts for whom there is no hope of reform. In this sense my answer would be that all men or women who are incorrigible criminals, or incorrigible tramps or vagrants should be sequestered for the term of their natural lives in some prison where they would be kept at hard *labor*. Or I would try colonizing them on some island or sparsely populated section of the globe where they would have to *work* or starve. Russia has her "Siberia," England her "Botany Bay," and France her "New Caledonia," where certain classes of criminals have been colonized and with very good results. Penal colonies may possibly become so populous in the future as to render the establishment of new ones necessary.

We will then have most of the continent of Africa for such purposes. But the phase of my subject that I am to discuss is that juvenile incorrigibility which interferes with the discipline of our public schools. With your permission I will consider only incorrigible boys.

No teacher but has become acquainted with this annoying class. They are the pest of the school-room. As nuisances they will not abate except upon heroic treatment. Some may say "*Why not send them all to the Reform School?*" I answer that the State Reform School is overcrowded now. In all we have received 3,600 boys, and more than 3,000 of them are out in the world and most of them trying to live correct lives. No institution could be erected large enough to hold all the incorrigibles of this State. In Philadelphia a few years ago some good people who did not believe that there could be any inherent wickedness in a boy, devised the plan to induce the courts to withhold judgment against those who were about to be convicted of crime, and to allow these philanthropists to transport them to *distant homes* in the Alleghany mountains. For a time it was believed that they had saved every boy so placed out. But when their agent visited these homes, to their surprise he found most of these boys had gone. Then they mourned for their children because "they were not" to be found. They had doubtless joined the army of tramps and taken Greely's advice and *gone West*. We must deal with these classes where they now are. We should study the causes that are *producing them*. Other factories may stop on Sabbaths and on holidays. Not so with these that produce our bad boys. Upon such occasions they run *double time*.

This subject is a problem far more difficult than any that Euclid ever proposed. A cynical friend of mine

who had a life experience with wayward boys concluded that "the best way to raise a boy is to place him when young in a barrel, and feed him through the bung hole until he is grown."

Youth is a period of weakness. What is more helpless than a little child? We have no children like Hercules able while in the cradle to strangle the serpents sent to destroy him.

Neither do people spring forth into existence like Minerva fully armed and equipped for life's battles. Nevertheless there is no more interesting object on this planet than a *live, active boy*. The most difficult problem in the universe "is how to raise him?" Give him good food, exercise and clothing, and he will probably reach a strong, physical manhood. On the other hand give his brain good mental food, good mental exercise, and good mental clothing, and he will reach a strong intellectual manhood.

In one sense a boy is like a steam locomotive. *On the right track* and under control it moves the commerce of the world. Otherwise it is an object of dread and fraught with danger. I once suggested this simile to a humorous friend who remarked, "yes, and like the real steam engine these 'boy engines' require very careful switching."

What makes bad boys? My answer is "*bad homes*." So long as we give so little attention to the fitness of those who enter upon the marriage relations, just so long will we have the "*bad homes*" peopling the earth with those multitudes of malformed and delinquent children. I have seen so much of incompetent parents that I sometimes find myself asking the question, "Is marriage a failure?" Sparta was so impressed with the weakness and inefficiency of home teaching that

the children were taken from their parents and trained by the State. Semi-barbarians as they were these methods accomplished their purpose and "Spartan valor" has been the admiration of the ages. Many who stand at the altar to take upon themselves the sacred duties and responsibility of marriage are so far as intellectual and moral development is concerned, but infants. Neither by precept or example can such people fulfil the duty of parents. Look at the result of all this in this army of incorrigibles. What is the remedy? Let unfit marriages be stopped, and let society demand that unfit persons shall not enter the marriage relation.

A second and very prolific source of these evils is *Idle-ness*. In these boy locomotives employment is the safety valve. Keep a boy occupied at study, work, or play and school discipline becomes easy. In this respect parents in the country have a great advantage over those living in towns or cities. In the country a boy is required to work when not in school. During the school term he has chores that require his attention. He must feed the stock, milk the cows, while his sister must attend to household duties. He finds no leisure time to seek improper companions, living as they do at a distance. These duties prepare him to enjoy the rest and comfort of the fireside. Let parents in the city give more attention as to how their boys are to spend the sixteen to eighteen hours each day when they are not in school. In their weak attempts to give their sons occupations, they make most calamitous errors. I know none worse than the occupation of newsboys and bootblacks. This is the street school through which nine out of ten of the boys in the reform schools have graduated. All street occupations are demoralizing. Some years ago some of the benevolent people of Indianapolis established a "newsboys' and

bootblacks' home." For a short time it seemed to be a hot bed of evil, and was abandoned as all such homes have been in every city in this land. Some friends in Cincinnati requested me to send to them some of the good points of this Indianapolis enterprise, so they might profit by them in Cincinnati. I called upon the chief mover in the enterprise here, and made known my business. His answer was "tell them not to establish any such home. If they wish to help the newsboys and bootblacks of Cincinnati, tell them to get them out of the infernal business as soon as possible." Child labor in public places is ruinous. Habits are acquired that soon diminish the net earnings and frequently drag the boy to ruin. Provide homesteads for the boys. The girls in all well regulated homes already have these duties. Let newsboy and bootblack occupation be emancipated from its present harmful features by confining both those occupations to *licensed stands* at places convenient to the public. Allow no wandering newsboys. Let the only ones allowed be those who have regular routes for the delivery of papers to subscribers. Abolish the nuisance of a score or more yelling boys selling fruit at railway stations.

3. "*Truancy and absenteeism from school.*" This is the direct cause of the downfall of more boys than any other specific cause. There is a *moral shock* produced by the very *act* of truancy. The truant's associations are all bad. Take a survey during school hours in your several towns and cities, of the boys who are not in school and it will appall you. I have known one act of truancy to completely unbalance the hitherto moral equipoise of a schoolboy. Habitual truants soon become pilferers and petty thieves. Remedy:—*compulsory education laws, strictly enforced;* laws that will have the sup-

port of all good people, of all labor organizations, and all other political and patriotic bodies. In leaving this topic of truancy I wish to report that in the Reform School where 95 per cent. of the boys were confirmed truants before they came to us, that these very boys now enjoy going to school. The old temptation to be truant being removed, they study with a positive delight.

4. *Want of permanent homes* is a source of much of the delinquencies of youth. Did this thought ever impress you? We have all heard the charge made that "ministers' sons are generally bad boys." If this is true of them more than of other professions of high grade, it is due to the fact that the good shepherd may be giving too much watch-care to the church flock and may have neglected the dear lambs in his own home. But most of it must result from the fact that such ministers so often change their residence. Permanent homes are wanted to make children happy and virtuous. Not the cramped up tenement houses in which a boy must be a veritable Oliver Twist to come out uncontaminated in the end. Those who devised the *Building and Loan Associations* did the country a great service. They make it possible for poor laboring people to own their own homes.

Generous homestead laws passed by Congress have done much to secure to our people the blessing of permanent homes. Under their benign influences more than eight millions of our people own real estate. The grandest domestic blessings come from having fixed habitations. The old ballad, "Woodman spare that tree," would never have been written by a man whose early life had been "on wheels." "The Old Oaken Bucket," "Suanee River" and kindred songs were the productions of poets who had fond recollections of permanent homes. I believe that boys should be taught, more than

they are taught, that each of them should aim some day to own his own home, where figuratively he may "sit under his own vine and fig tree." John Howard Payne's name is immortal because he wrote that sweetest of all earth's ballads "*Home, Sweet Home.*"

5. Want of proper education is a cause of much delinquency on the part of the young. Most of the boys in the reform schools of the land are very illiterate; many not being able to read or write when committed by the courts. The habit of *reading* good papers and good books is an anchor to the home. The hours of greatest danger to a boy are those between sunset and bedtime. An illiterate person has no source of enjoyment in himself. He must go out and see company. It requires a pretty good common school education to enable one to read books intelligently and there is no enjoyment in reading unless they can be read in this way. While one is reading, his mind is occupied. Here let me give an illustration from my reform school experience. In our school from 500 to 600 boys take their meals in the same dining room. Their officers and teachers eat at the same time, but elsewhere. For several years I did not allow any reading at boys' tables during or after the meals. The consequence was that as soon as the meal was over they were in more or less mischief. I then changed entirely the rule and made it obligatory on every boy never to come to a meal without his newspaper, and that as soon as he finished eating he must get out his paper and read. There was a great improvement in the order. Now at the close of a meal the dining hall presents the appearance of a reading room, and the order is excellent.

The evils of deficient education are seen on every hand. Something must be done to reach these classes

who care not whether they can read or write. We must heed Lyman Beecher's words, "*We must educate, we must educate, or we must perish.*"

6. *Industrial education* must not be lost sight of. By this, I mean for boys. "Trades teaching," manual labor schools are useful. Polytechnic schools are excellent. We welcome all these for their ultimate aim to make "bread earners." We should beware lest we give no help in preparing our high school pupils to earn their daily bread. I hold that every American boy is entitled to be taught a trade. Bricklayers and many other tradesmen get from 40 to 50 cents an hour. The entire outfit of a bricklayer costs but 80 cents. With this and a well trained hand he can earn first-class wages. The moral effect of learning a trade is magical. I have known hundreds of boys, who had started out on lives of crime, to change right about and become useful citizens after they had acquired a good trade.

7. "*Spasmodic control*" of children produces incorrigibility in nearly every instance. If there is any one thing which demoralizes a child it is this kind of intermittent home or school government. I can recall teachers who allowed pupils to do as they pleased most of the time and yet who would, in a fit of anger punish the whole school. "*Lickin and larnin*" is a bad motto. Discipline, to be wholesome, *must be steady*. The teacher who secures the best results is the one who is never known to relax in the essentials of discipline. This is the secret of a superintendent's power. It is an axiom, long accepted that "*It is not the severity of punishment that deters offenders, but the certainty.*" The child that thrusts its hand into the fire once is not apt to do it again, because under natural law there is that certainty which we should have to govern the unruly. We have

a victim of spasmodic control now in the reform school. He is a bright lad and is very happy since he came to us. He was reared by a mother who, when she had been separated for a time from her boy, would return to kiss and caress him. A few moments later she would be scolding and beating him, ending up with this tableau: "Boy on the floor, angry and crying, mother's foot on his vitals, while she reaches for her Bible, and reads a few chapters to the wayward boy." This is but one instance in thousands equally as bad. In connection with this I would name "*over indulgence*" as a cause of the ruin of many boys. In my community there lived a man apparently a genial man. But he was a terror to all school teachers, allowing none of them to chastise his spoiled boy. Years passed. The petted boy grew to be a man and was a source of endless sorrow to the father who had spoiled him. *He is now in prison* for attempted murder. Supply children's every "*want*," but not their every "*wish*." Feed children on sweetmeats and they will have no relish for stronger and more nourishing foods. "*Degenerate sons of worthy sires*" are not a fiction, but under the observation of all. Some wonder why "*great men's sons are rarely ever heard of?*" Those who start out in life to "*live by the sweat of other faces than their own*" never reach an honorable manhood.

8. *Intemperance* is a cause that produces very many wrecks among the young. If the drunkard's evil life only affected himself it would not be so baneful, but his dissipation hurts his offspring. The drink habit is blighting thousands of once happy households. Before its touch disappear all the comforts of home. The once neatly painted cottage is never repainted, the broken window is not repaired, fences and buildings de-

cay, shamefaced children await with dread the returning footsteps of the besotted wretch of a father whose coming in other and better days always brought joy and gladness to all. REMEDY: Banish intemperance from the land. Instead of drunkenness and misery let sobriety and love reign supreme.

9. *Step-parents* are a fruitful source of misery to the children affected. If it is a question as to whether marriage is a failure, among those who marry for the first time, *there is no question* but that marriages that make step-parents over step-children are a curse. While courtship is in progress men and women lightly assume the responsibility of children not their own. First marriages are entered upon too lightly and second marriages still more so. The dashing, festive widow and widower are blind to the future. Some of these marriages bring two sets of children into the same home, and a third set of children is reared, making possible the incident when a husband hears a domestic uproar and asks his wife to explain what the trouble is. She tells him as follows: "*Your children and my children are imposing on our children.*" Society must do something to emancipate the children from these evils that enslave them to bad habits. Almost as numerous, as are the parents of these incorrigible boys, are the *agencies* that made them what they are. Some were "neglected orphans," others "pampered sons of wealth." Others have never taken a pure, moral breath in their lives. Teachers should be leaders in the study of social science. Something must be done or the schools will always suffer from these pests. Teachers of public schools cannot hope to effect any great reformation in these boys, because they have control of them but six hours out of twenty-four five days out of the week, and but from one-half to three-

fourths of the months of the year. Even while teachers are with these boys their power is limited. Besides over-indulgent parents are in the way of their success.

With us in the reform school all these obstacles are removed. We have the boy *every hour of the twenty-four, every day of the week, every week of the year, and until they become twenty one years of age*. To use a slang expression "*the parent isn't in it*" to interfere in the least. When the young rowdy, fresh from his deeds of ruffianism at his home, reaches the reform school he looks about, in rare instances swaggers a little, and then "*takes in the situation*" and makes an unconditional surrender. For these reasons my own special experience is not so useful to those engaged in public school work as one might suppose. But my fourteen years' experience in public schools, supplemented by almost that many years in the State reform school, have crystallized certain essentials in discipline that may be of benefit to teachers. Remember that there is no axiom so full of truth as "*a good beginning is half the battle*." Be careful to *start right*. Sacrifice everything to get this good start. Then be resolute. Let your resolution show itself in every word and every action. We all can detect a resolute man or woman at a glance. Pupils are quick to detect it, quick to respect it, quick to yield to it. In discipline it will never do to neglect little things. Discipline is made up of little things. The West Point corps of cadets is probably the finest body of disciplined youths in the world. The discipline is secured step by step. In school discipline *never compromise with any infraction of rules*. Be quick to detect and quick to inflict the penalty. With all this be the embodiment of gentility and kindness. It is my experience that the American boy has a profound respect for the man or woman who can

govern him. On the other hand he has the utmost contempt for the one who cannot control him.

In order to check a boy's wayward course do not rely upon a *public reprimand*. Reach him in a personal way. Make it a rule that each troublesome boy be sent to your office and there talk with him. First let him know that *you will not longer tolerate his course* and then tell him of the consequences. Close the interview by making him feel that his course has given you pain and that if he does better it will give you joy.

Never suspend or expel pupils. In fourteen years' experience I suspended but two boys. Neither of them ever went to school another day. One became a good telegraph operator and did well. The other was suspended for gross immorality and he went entirely to ruin. To use the rod in public schools is of doubtful legal authority but it is useful when wisely administered.

When President Jackson said "*The Union, it must and shall be preserved*" the hostile blusterers ceased their threats, for they knew that "*Old Hickory*" meant every word of it. Teachers should do likewise. "*The Hoosier School Master*" described by Eggleston, drew his inspiration in his dark hours from "*Squire Mean's bull dog.*" There is no doubt but a teacher needs just this tenacity and determination in dealing with incorrigibles.

PRIMARY LITERATURE.

BY CAROLYN ADAMS, OAK PARK, ILL.

As the desire for some literature outside the ordinary reader increases, more and more are we puzzled as to what is best fitted and adapted to the childish mind. Too often so-called poetry, which contains no

real thought or idea, is brought to class because it seems simple in construction and easy of comprehension, while all unnoticed are many rare and beautiful things, which our little ones are far more capable of understanding and appreciating than we give them credit for. With this in mind, I have, as a specimen, chosen the little poem, which follows, by Susan Coolidge, which has been successfully taught, and intelligently appreciated, by pupils of the second and third grades :

Every day is a fresh beginning,
Every morn is a world made new,
You who are weary of sorrow and sinning,
Here is a beautiful hope for you,
A hope for me and a hope for you.

Read the stanza through at first without comment, and then ask how many can tell what it means. You will be surprised at the variety of answers, nearly all of which, however, will have a hint of the true meaning. Some, perhaps, will be able to give a definite idea of the verse, as a whole. Others will catch the meaning of only a line or two, and to others will come only a glimmering of the thought. Then take it up by line. They all understand the first. Most of them have learned in their own experiences what a comforting thing it is to "start over again." In the second line, "A world made new," it will take but a word to show them that their own little world in which they themselves move and live is the one meant. "You who are weary of sorrow and sinning." What can a child know of such words as "sorrow" and "sinning," I hear some one ask. Not what they mean to us, certainly, but who of us cannot remember the griefs and trials of our childhood days, which at the time were very real and hard to bear. The "sinning" they take to themselves very readily, as fitting their small faults and naughtiness, and children, it seems

to me, are often more quick to acknowledge such sinning than we of larger growth, to whom the poem is addressed.

Notice the emphasis with which they will unconsciously repeat the last two lines, when you have reached this point, showing you better than anything else can, that there is no necessity for further explanation on your part. Have the children read through the stanza now from the beginning, and note the increased interest, the enthusiasm of the little faces.

Yesterday now is a part of forever,
Bound up in a sheaf, which God holds tight,
With sad days and bad days and glad days,
Which never shall visit us more with their bloom, or their blight,
Their fullness of sunshine or sorrowful night.

In the first line, draw out the child's idea of forever, and with a few hints he will express the meaning of the line in a way that will be surprising. In the second line, the word sheaf may have to be explained to those unfortunate little ones who have never been beyond the city streets, and have no conception of the country fields and their beauties. There will be many, however, ready and eager to tell about sheaves, and then very quickly will follow the beauty of the simile between the spears of wheat and our days that "God holds tight," as in a sheaf.

"With bad days and sad days and glad days." Tell the children to remember one of each kind. How readily they can do so, and what added meaning comes from applying the verse to their own lives! In the next line some assistance will be needed in applying "the bloom and the blight." Let them tell you about the blight that comes upon the plants and flowers, and show them in a few words how it appears in the poem. In the same way explain the "fullness of sunshine and sorrowful night." They will not grasp it in its deeper meaning.

We would not have them if they could, but enough may be gained from it for the completion of the idea intended by the stanza.

All the past things are past and over,
The tasks are done and the tears are shed.
Yesterday's errors let yesterday cover.
Yesterday's wounds which smarted and bled
Are healed with the healing which night has shed.

You will find that the children will enter into the spirit of this third verse with great enjoyment and appreciation, after studying the two previous ones. The main idea is further developed in the first and second lines, and the thought which follows, "Yesterday's errors let yesterday cover," is one which will appeal to every childish heart. We, as teachers, are too apt to forget this, although the child's sense of justice does not. How often are we more severe upon the boy who gives us a great deal of annoyance when he commits some slight offense, than upon the child who, committing the same wrong, yet is habitually well-behaved. The child rarely fails to see the injustice in this, while we, more blinded, do not keep in our hearts the sentiment contained in this third line. I have digressed from my subject, but only to bring out more clearly the influence this line might have on the life of the school-room.

"Yesterday's wounds which smarted and bled
Are healed with the healing which night has shed."

The same thought continued. Let the child draw the similarity between a wound such as they first think of—a flesh wound and the consequent smarting and bleeding, and a wound to the feelings—the heart. It is, perhaps, a new idea to them, but one which will be appreciated. Let them think out for themselves, if possible, the meaning of the last line—how hurts or wounds of any kind

grow less with time; are even healed with the healing one night can shed.

Let them go since we cannot re-live them,
Cannot undo and cannot atone,
God in his mercy receive them, forgive them,
Only the new days are our own.
To-day is ours, and to-day alone.

Re-live will be a new word probably, but by simply giving the meaning, "live over again," the line will stand out clear and strong. "Cannot undo." Bring forcibly to their minds the great lesson we are all of us learning—that which is once said, once done, cannot be undone. *Atone* will be another new word, but easily understood in connection with undone.

"God in his mercy receive them, forgive them." Remind them of the first two lines in the second verse, and strengthen the idea that our days are not our own, but God's property when we are through with them, and so it should be our joy or shame whether they amount to little or much.

"Only the new days are our own,
To-day is ours, and to-day alone."

A grand thought which has been given to us in many forms by various writers, but so simple is it that even the little ones can grasp some part of its great truth and appropriate to themselves the lesson it contains.

Every day is a fresh beginning;
Listen, my soul, to the glad refrain;
And in spite of old sorrow and older sinning,
And troubles forecast and possible pain,
Take heart with the day and begin again.

A summing up of the ideas contained in the stanzas previously given. Ask the meaning of refrain. The third line is clear by what has gone before. "Troubles forecast" can be explained briefly, and the idea developed that troubles and worries should not be anticipated.

A good plan, and one in accordance with the tone of the piece, is to take one verse in the manner which I have suggested in connection with the opening exercises of the school in the morning. In this way the end of the week will find the children masters of not only a gem in poetry, but of thoughts and ideas that will be a continual benefit and inspiration. By a little care and thought on the part of the teacher, many selections, which at first thought seemed too difficult for little ones, can be taken up, and prove not only a delight to both teacher and pupil, but a stepping-stone to that love of real literature which I believe can be created in the mind of a child at a very early age.—*Popular Educator.*

FRIDAY AFTERNOON.

WASHINGTON'S BIRTHDAY.

BY MRS. HANNAH L. ELDER.

[Much of the material in the following program is original and is so arranged that each child in school may bear a part. When each child has something to do the interest is increased and the burden of committing to memory is lightened.]

PROGRAM.

Song.	Air—America.
To thee, beneath whose eye, Each circling century, Obedient rolls, Our nation in its prime, Looked with a faith sublime, And trusted in "the time That tried men's souls."	There like an angel form, Sent down to still the storm, Stood Washington! Clouds broke and rolled away; Foes fled in pale dismay; Wreathed were his brows with bay When war was done.
Nor was our fathers' trust, Thou mighty One and just, Then put to shame. "Up to the hills" for light Looked they in peril's night And from thy guardian might Deliverance came.	God of our sires and sons Let other Washingtons Our country bless; And like the brave and wise Of by-gone centuries Show that true greatness lies In righteousness.
	—John Pierpont.

2.—Reasons for Anniversary Days.

The hope of the future lies in the boys and girls of today, who make up the great mass of public school-children. Before many years we will be the voters, the law-makers, the teachers. It becomes part of our education to pay allegiance to the flag and to study the character of our nation-makers that we may imitate their goodness and learn of their wisdom. We cannot fully understand the greatness of our strength as a nation, nor the character of our fore-fathers until we become familiar with some of the leading facts in the history of our country. When we come to understand those times we will know why America's Washington comes next after Columbus in the memory and honor of the people.

3. In our opening song we sang that our nation in its early days passed through trials that tried men's souls. Let us look at a pen picture of the beginning—It is four hundred years since Columbus first sailed in search of land. He lived his life, did his work, died in chains at the hand of jealous men, and his body has long lain in the grave. America was still a great wilderness, the home of the red men and wild animals, excepting one little white settlement and that in the part of the country now known as Virginia.

4. Picture again a stormy sea in the cheerless month of December. A leaky vessel, the Mayflower, on its way from England, carrying a few brave men and women, who are determined to make the new world their home. Then Puritans, Pilgrim Fathers or Pilgrims landed not far from the city of Boston, and stepped upon the barren Plymouth Rock, December 22nd, 1620.

THE TWENTY-SECOND OF DECEMBER.

Wild was the day, the wintry sea
Moaned sadly on New England's strand,
When first the thoughtful and the free,
Our Fathers, trod the desert land.

They little thought how pure a light,
With years, should gather round that day;
How love should keep their memories bright,
How wide a realm their sons should sway.

—Bryant.

5.

THE PILGRIMS.

They came—a life devoting band—
In winter o'er the sea;
Tearless they left their father-land,
Home of their infancy.
And when they battled to be free,
'Twas not for us and ours alone;
Millions may trace their destiny
To the wild beach they trod upon.

—Drake.

6. The years rolled by, one hundred and twelve of them, the two little settlements had grown and eleven others were planted. The Pilgrim Fathers slept in peace, but their heroic children were guiding the country's life. England, France and Spain looked with jealous eyes upon America. Each wanted to rule, and each laid claim to certain parts of the country, and all the time new claims were being made and new claims pressed.

7. In the Virginia Colony, a gentlemen of high birth from England had large possessions of land, and on this estate was born this gentleman's grandson, Augustus Washington, the father of our country's first leader and President. Here also was born George Washington, February 22nd, 1732.

8

WASHINGTON.

Only a baby, fair and small,
Like many an other baby son,
Whose smiles and tears come swift at call,
Who ate, and slept, and grew, that's all:—
The infant Washington.

Only a boy, like other boys,
With tasks, and studies, sports and fun,
Fond of his books, and games and toys,
Living his childish griefs and joys:—
The little Washington.

Only a lad, awkward and shy,
Skilled in handling horse or gun,
Mastering knowledge that by and by
Should aid in duties great and high:—
The youthful Washington.

Only a man of finest bent,
Hero of battle fought and won.
Surveyor, General, President,
A people's pride, an honored son,
The patriot Washington.

America's most honored son,—
Why was he formed above other men?
Tell me what was the secret then,
His name on every tongue and pen,
The illustrious Washington.

A mighty brain, a will to endure,
Passions subdued, a slave to none.
A soul that was noble, brave and pure,
A faith in God that was held secure.
This was George Washington.

—Exchange.

9. The house where George Washington was born commanded a view for many miles of the Potomac River. "The roof was steep and sloped down into the low projecting eaves. It had four rooms on the ground floor and others in the attic, and an immense chimney at each end. Not a vestige of it remains." [Have the picture of this house on the board and also correct pictures of the White House and Mt. Vernon.]

10. Washington's boyhood was not different in many ways from that of many another rollicksome, healthy boy. He needed and was given the food, exercise, learning and discipline that were necessary to develop his strength, intellect and character. When one becomes famous for any good he has done we like to study that life, to see if we cannot make our lives more useful, and the world better for our having lived in it.

11. We find Washington going to school just as boys do now, only the instruction was very limited and the

buildings very poor. But he liked to learn and made the most of what he had. His older brothers were mostly educated in England and were able to teach him much he could not get at school. Some of Washington's copy and exercise books have been preserved and it is easy to see from them that he studied. These books are models of neatness and accuracy, though they were probably written with a pen made from a goose quill.

12. His book-keeping and practice account books were carefully prepared as a means to help him manage the large estate that was to fall to him from his father. The habits he formed at this time were of great value to him when he grew to manhood and he was obliged to manage the affairs of a new-born nation. Boys do not always know what the discipline of their school-days is to fit them for.

13. In those days it was customary to have children learn rules and practice them. Washington has left us in his own neat handwriting some of the Rules of Conduct he had given him. We believe that he learned and practiced them, and they, no doubt, helped him secure a control of his body and temper. Here are some of them:

- (a) Every action in company ought to be with some sign of respect to those present.
- (b) Be not hasty to believe flying reports to the disparagement of any.
- (c) Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.
- (d) Speak not evil of the absent for it is unjust.
- (e) Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.

14. We turn with great respect to the mother of Washington. She is said to have been a lady of great good sense, and exacted from her children the most implicit obedience. She taught them many lessons of truthfulness and self-control. It was her custom to read to her children each day little lessons on character building. The little book from which she read these lessons was kept by her son as a treasured reminder of what his mother had done for him.

15. When quite a young boy our hero showed a taste for surveying and the new and thinly settled country in which he lived gave him good chance to enjoy and learn this art. As he had in all his school life striven to be methodical and accurate, he found these habits very necessary in his surveying. An English gentleman owned large tracts of land near Washington's home. He wished to have them surveyed and having noticed the carefulness and aptness of George's work engaged him to do it, though the young surveyor was then but sixteen years old.

16. At this time there was one topic of conversation that Washington very likely heard discussed wherever he happened to be and that was the possessions of the French and English. Each country laid claim to the land along in the Ohio River Valley. The French were making preparations to assert their ownership and the colonies foresaw they would likely have war with the French. The Indians were divided, some tribes going with the English.

17. In this state of the country it became necessary for the Governor of Virginia to send a message to Fort Duquesne to the French Commander. Whom should it be? It was no slight matter for any one to undertake such an errand with a journey of a thousand miles before

him. The messenger must be acquainted with the country and know something of the Indians and also one whom the French would respect. He must be strong in body, of good mind, and quick to see without being told. He must have what is called a "level head." And so, though but twenty-one years of age George Washington was chosen for this weighty undertaking, which he accomplished and returned to Virginia with much valuable information.

18. As the difficulties of war increased England sent to America a General to take command of all the English forces in the colony. Soon after arriving he heard of the young George Washington who was asked to become a member of the General's party as aid-de-camp. This Gen. Braddock found the untrained troops and rough roads of America great difficulties in his way. After a few months, in command of the army, he was defeated and killed in a battle. Then the duty of giving the General's orders and keeping the troops together fell to Colonel Washington. Soon after this battle he returned to his Virginia home.

19. The Virginia authorities made him Commander-in-Chief of the Virginia forces, a very perplexing business to commit to a young man but twenty-three. Washington did not know that this was a school preparing him for duties years ahead. When there was no need any longer of an army in the field Washington resigned his commission, settled at his Mt. Vernon home and spent much of his time looking after his interests as a plantation owner or a farmer.

20. As time went on the battle clouds of the Revolutionary war gathered. The colonists had great reason to rebel at the way England treated them; there was nothing to do but fight, and just about twenty years

after Washington's experience on the battle-field with Gen. Braddock, he was again called to the front—this time as Commander-in-chief of the American forces in their strife with England. The American Revolution had begun, and reports of the first battle—that of Bunker Hill—reached Washington while on the way from Philadelphia to Boston to take command.

21. Washington, with his generals, rode into camp over Cambridge Common, July 3d, 1775. Near the Common was an old house, and in front of it a stout elm. As it was a warm, summer morning, the officers were glad of the shade of the tree.

22. The soldiers were drawn up in the road, and crowds had gathered, for the news had spread, the General has come. "What did they see? A group of men in military dress. The strong Virginian, easily marked by his bearing, who, laying his hand on the hilt of his sword, drew it from its scabbard and raised it in sight of the people, and at that time Washington took command of the army." We may suppose that the people shouted and the cannon roared, and everyone was anxious to see Gen. Washington.

23. One person, who really saw him on that day, wrote to a friend, "I have been much gratified this day with a view of Gen. Washington. His excellency was on horseback, in company with several military gentlemen. It was not difficult to distinguish him from all others. He is tall and well proportioned, and his personal appearance is truly noble and majestic."

24. The house which Washington occupied as headquarters while he stayed at Cambridge was afterwards bought by Mr. Longfellow, and the tree under which he stood when he took command of the army, is the title of a poem by Mr. Lowell.

25. The following year (1776) after Gen. Washington took command was one of discouragements, failures and successes. Such circumstances arose as to keep alive the patriotism of the people.

26. Origin of the Stars and Stripes: On June 14th, 1777, just two years after the beginning of the Revolution, Congress resolved that the flag of the thirteen United States be the thirteen alternate red and white stripes, with the thirteen stars in a blue field. This flag was first unfurled by Capt. John Paul Jones on the Ranger. It floated over the battlefield of Yorktown, and fluttered in the wind when the troops of King George left New York City, and the war of the revolution was ended.

27. It is said that the designers of the flag received this idea from the badge or coat-of-arms of the old English family of Washington. A few stripes and stars had in early days distinguished his ancestors—more stars and stripes were added to denote the number joining in the struggle, of which a member of the Washington family was leader. This was intended as a compliment to Washington by his countrymen.

28. Washington's friend, Mrs. Rose, an upholstress of Arch street, Philadelphia, was intrusted by a committee, June, 1777, to work these emblems into a flag from designs drawn by Washington himself.—[*St. Nicholas.*]

29. The first American flag that was saluted by any foreign nation is owned by Mrs. H. R. P. Stafford, of Cottage City, Mass. The flag has thirteen stripes and twelve stars. The patriotic ladies of Philadelphia presented it to John Paul Jones, whose name has become famous for successful victories he gained for America. Three thousand dollars have been offered for these old

stars and stripes. It was exhibited at the Centennial, and carried in the procession at the inauguration of President Harrison.—[Congregationalist.]

30. Recitation—WHEN THIS OLD FLAG WAS NEW.

A brave old race they were,
Who peopled then the land—
No man of them ashamed
To show his brawny hand ;
Hands that had grasped the sword,
Now drew the furrow true,
For honored was the plow
When this old flag was new.

They lived their homely lives
The plain, old-fashioned way—
Thanksgiving once a year,
And General Muster day ;
Town meeting in the spring--
Their holidays were few
And very bravely kept,
When this old flag was new.

A hardy, patient race,
Their growth was sure but slow ;
Happy in this : they had
A world wherein to grow,
Where kings and priests were not,
Nor people to subdue ;
A continent their own,
When this old flag was new.

God bless the dear old flag !
The nation's hope and pride,
For which our fathers fought,
For which our children died ;
And long as there shall beat
A heart to freedom true,
Preserve the rights we won,
When this old flag was new.

—R. H. Stoddard.

31. Song—Red, white and Blue.

32 RECITATION.—UNION AND LIBERTY.

Flag of our heroes who left us their glory,
Borne through their battle field's thunder and flame
Blazoned in song and illumined in story,
Wave o'er us all who inherit their fame!

[School] Up with our banner bright,
Sprinkled with starry light
Spread its fair emblems from mountain to shore
While through the sounding sky
Loud ring the Nation's cry—
Union and Liberty! One ever more!

Light of our firmament, guide of our Nation,
Pride of her children and honored afar,
Let the wide beams of thy full constellation
Scatter each cloud that would darken a star!

Empire unsceptered! What foe shall assail thee
Bearing the standard of Liberty's van?
Think not the God of thy father's shall fail thee.
Striving with man for the birth-right of man!

Yet if, by madness and treachery blighted,
Dawns the dark hour when the sword thou must draw,
Then with the arms of thy millions united,
Smite the bold traitors to freedom and law.

Lord of the Universe! Shield us and guide us,
Trusting Thee always through shadow and sun!
Thou hast united us, who shall divide us?
Keep us, O keep us, the Many in One!

[School.] Up with our banner bright
Sprinkled with starry light,
Spread its fair emblems from mountain to shore,
While through the sounding sky,
Loud rings the Nation's cry—
Union and Liberty! One evermore!.

—O. W. Holmes.

33. Song.
34. Through six years of bloodshed, discouragements and suffering Washington led the American people and commanded and cheered the army. It now became his pleasant duty to lead the victorious Americans from the last battle-field, that of Yorktown, and in a few more months the English embarked for England and Washington retired to his home at Mt. Vernon.
35. It was pleasant for Gen. Washington to be at home again! After his life of war he would now have time to plant trees, to ride on horse-back about his large

estate and direct his workmen—to lead a happy home life. But no, the country needed a ruler and General Washington was chosen first President amid the hurrahs of love that his countrymen felt. "There never was any doubt about the people's choice. Every vote was cast for Washington. This time it was eight years of public life well rendered.

36. He did not wish to take upon himself the duties of President but when once there his whole course tells how well, how justly, how wisely, how faithfully the people's trust was guarded. From the careful, pains-taking school-boy came the self-controlled general. And now again, as President, the habits he had been forming in boyhood came into play.

37. At the age of sixty-five, Washington finally took farewell of public life, and returned to quiet Mt. Vernon to spend the remainder of his life as best pleased his fancy. He lived but a few, quiet years, and then died, to be ever remembered by his countrymen as "first in war, first in peace, and first in the hearts of his countrymen."

38. This is the one hundred and sixtieth anniversary of his birthday. The observance of Washington's birthday began in a quiet way during his lifetime. As early as 1783, when the war was over, but before the treaty of peace was signed, some gentlemen met together to celebrate it, and during his presidency the day was observed by members of Congress, and others who paid their respects to him.

39. Song. - - - Battle Hymn of the Republic.

40. A monument to Washington in the city named for him is among the tall structures of the world. The monument stands near the public buildings and the President's home. Before it flows the river Wash-

ton loved' Near its banks he was born and lived excepting the years engaged in public service. His Mt. Vernon home where he died is on the upper shore. The Potomac may well be called the river of Washington.—*Harper's Young People, 1884.*

41.

WASHINGTON'S GRAVE.

Disturb not his slumbers, let Washington sleep,
'Neath the bough of the willow that over him weeps,
His arm is unnerved but his deeds remain bright
As the stars in the dark vaulted heavens at night.

O, wake not the hero, his battles are o'er,
Let him rest undisturbed on Potomac's fair shore,
On the river's green borders so flowery drest,
With the hearts he loved fondly let Washington rest.

Awake not his slumbers. tread lightly around,
'Tis the grave of the freeman, 'tis liberty's mound,
Thy name is immortal, our freedom ye won
Brave sire of Columbus, our own Washington.

Oh, wake not the hero, his battles are o'er
Let him rest, calmly rest on his dear native shore,
While the stars and the stripes of our country shall wave,
O'er a land that can boast of our Washington's grave.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

A GUIDE TO THE STUDY OF LITERATURE.

So far it has been insisted that the purpose of literature is to arouse emotions, and that, therefore, the teacher must wield the selection of literature being taught to that end. The writer produces the selection under the tension of emotion. This tension must be reproduced in the learner. The first question for the teacher in preparing his lesson is, what emotional experience must I produce by means of this selection? The next to be considered is the nature of the literary selection by

which the emotional experience is produced. This point has much guidance in it, and will, therefore, be dealt with in detail.

Literature is a species of beauty in general, and can be most easily set forth by a statement of the general out of which it springs; together with a comparison of the coordinate species of the same genus.

Beauty is the free manifestation of the idea, of the type, in a concrete form. Everett says: In the judgment of the best thinkers, beauty is found in the manifestation of the idea, in the Platonic sense of the term. In more ordinary speech beauty is the manifestation of the ideal or typical." The sense of the beautiful is always awakened by some quality in the individual form of concrete objects. This form must be such as to seem to give freedom to the idea or the type within the object. There is no antagonism, no conflict; the form does not clash with the ideal; the manifestation and the idea are one. The tree, gnarled, twisted and lopped seems to do violence to its own nature—to the ideal tree. The perfect form of the tree is felt to be such only because it intuitively suggests the perfection of the idea—that the idea has perfectly realized itself. The germ of every plant bears the imprint of its highest possibilities. The possible plant strives to become actual; when this is felt to be accomplished in the individual tree, it is said to be beautiful. An infant bears the imprint of his destiny. The idea, or ideal of manhood, strives in him to actualize itself; when the man's outer life proclaims that this is accomplished—that the possibilities of manhood have become actual in the living person—we are touched with admiration for the beautiful in character. The soul instinctively strives for perfection, and rejoices in its attainment; and by sympathy rejoices in the free man-

festation of every ideal. "That living thing," says Everett, "is most beautiful which best manifests life; while that in which the presence of life is most obscured will be the opposite of beautiful. The hog, we say, is gross looking: By this we mean that in it life seems lost in matter. It seems less like a living organism than it does like a piece of awkward carpentry. It is such a shape as a boy might whittle out with his jack knife. Its expression is not animal, it is worse. It is that of gluttony and weak sensualism. The deer, on the other hand, displays the presence of life at every point. All the members of the organism flow together in graceful curves. There is nothing mechanical; there is no carpenter's work. There is simply the presence of life which has created the whole."

In the world of spirit the same idea of beauty holds. The human embodiment of ideal love—love full and free from sensuality, free from everything that clashes with our ideal—is an example of the beautiful in human spirit. Abstract thought, which belongs to the spiritual world, cannot come under the beautiful until it is again united, embodied as a living presence, in some individual form. Nature, life and spirit are all beautiful. Man's spirit touches the free, whole, perfect idea in each of these realms, as the idea manifests itself in the appropriate forms, and responds in the feeling of the beautiful. After all, it is only the spirit of man finding itself; discerning its own types of freedom in the world about it.

The ultimate ground of the beautiful is the freedom of spirit. The essence of mind, or spirit, is freedom; and by sympathy, through kinship with all nature, the imagination penetrates to the idea, the soul of the object, and the mind rejoices at a like freedom with its own, which it strives to realize.

It thus appears that the conception of the beautiful consists of form and content in their unity. The content exists for the emotions rather than the intellect; and the form has no other use than that of mere contemplation. The idea not only has its freedom in the form, but the form has its freedom as well. The form exists for its own sake, and is freed from any ulterior end of use. "So far as the object is considered simply as an instrument, so far it ceases to be regarded as beautiful. The steam engine as it rushes along its narrow path may sometimes seem to us in its strength and swiftness an object of beauty; but when this is so we see in itself the embodiment of a mighty force. We do not regard it as a useful machine." The beautiful tree must be free in thought from the idea of fuel and lumber; it must remain untouched for the sake of the idea it expresses—must remain an object of pure contemplation. The form in which beauty manifests itself must even be considered out of the relation of action and reaction in the natural world of strife—from efficient cause as well as from the constraint of purpose. The beautiful object must seem to be complete in itself—Independent, self-sufficient. Whatever may be its connection in the logical system of things, and whatever its utility, these must be forgotten; at least, in the moment of contemplation. The object must be caught up in its unity and isolation, and valued only for what it has to say to the heart of man. "In science he (man) endeavors to cognize the truth pure and unveiled; in art, the truth appears to him, not in its pure form, but expressed in images, which strike the sense at the same time they speak to his intelligence." Hence, Hegel defines beauty to be the sensuous manifestation of the idea. The true is the idea "pure and unveiled," apprehended by reflection; but in beauty,

truth appears in images which strike the sense of imagination and at the same time address the intelligence. "The beautiful," says Plato, "is the splendor of the true."

The passion of the soul for the ideal in the living presence of individual forms impels man to create the beautiful in the form of Fine Art; thus giving the two species of the beautiful, the beautiful in Nature and in Art.

Whether in art, then, or nature, beauty has its idea and its form, and these in unity. One general distinction between the beauty of Nature and the beauty of Fine Art is that in the latter the form is representative, and, therefore, has its freedom from the relations of cause, effect and use. The beautiful oak tree is subject to use and the stress of the storm which may destroy it; but its picture serves only to express the idea oak tree, and serves as well as the actual tree. The real bare-foot boy may suggest the joys of boyhood; but while in the flesh, he is subject to the constraints of duty and conventionalisms of society, and the heart-aches and the pains of flesh incidental to real life. But when Whittier creates the Barefoot Boy in imagination, he frees him from whatever would clash with ideal joy. Not only the form but the idea in Fine Art is created—is idealized. Yet, to some degree, this is true in the beauty of nature, for the given form and the actual objects are idealized—the ideal is seen in spite of the encumbrance of the real.

The beautiful in discourse is a species of Fine Art; the bond of union being that it, like the other forms of Fine Art, expresses an ideal in an individualized form. The different species named in order stand thus. Architecture, Sculpture, Painting, Music and Literature. These differ from each other in the material used in constructing the form, and have their gradation in the

same basis. Architecture and Sculpture employ the solid, and have an actual form of three dimensions. Painting employs extension in but two directions, but by means of color, light and shade, the solid form is made to appear. In music, the material element is sound, and this has nothing extended or fixed. *In Literature, the form appears only to the imagination, awakened there by the arbitrary symbols of language.*

There may be noticed here a constant decrease from the sensuous material to the spiritualized form, in the first two, the solid substance; in the third, the appearance with two dimensions; in the fourth, and fifth, the imagination creates its own form. In Architecture, the solid material is more enslaved than in Sculpture, being subject to use at the same time that it takes the form of the beautiful. Literature, while using sound like music, is much freer from the laws of sound; sounds being used chiefly as arbitrary symbols to awaken the image of the imagination. In Sculpture, Painting and Literature, the image is representative of something external; while in Architecture and Music, the idea is merely symbolized. Architecture and Literature are alike in that both arise out of the useful by a gradual process of freedom—the former out of buildings, the latter out of discourse. A building does not belong to Architecture until the beautiful transcends the useful; and discourse does not become Literature until everything is subordinated to the emotional end of æsthetic pleasure. A cathedral never suggests physical comfort, but speaks directly to the mind and heart. A prose discourse is an instrument of intellectual acquisition; but a poem awakens emotions to be enjoyed for their own sake.

These points of likeness and difference prepare the way to bring Literature out in full view and to observe all of its essential characteristics.

We have found three elements of literary value ; (1) the content ; (2) the form of embodiment to the imagination ; (3) the expression in language, the latter being the mark which distinguishes literature from the other branches of Fine Art—language awakening the image in the imagination.

THE SYSTEM VS. THE CHILD.

The Forum, through the agency of Dr. J. M. Rice, is feeling the pulse of our public school system. Whatever misgivings may be held as to the accuracy of the conclusions, on account of too limited observations, there can be no doubt that Dr. Rice knows the pulsating point and the rhythmical beat of a healthy system.

He grasps the system where the vital current passes from the teacher to the child, and there makes his test. A system cannot be tested by its form and articulation of parts ; for the more perfect and beautiful it may seem, the more power it may have to crush the child. The test must be made in the vital touch of teacher and pupil in the teaching act. All the organized forces of the school system resolve themselves into the unity of this one act. If there is indifference on the part of the patronizing public, politics warping the action of the board, incompetency and insincerity in supervision, or failure anywhere in the organized forces of the school, the evil will find its way, with certainty and precision, to the point where teacher and pupil meet in the learning act ; and there the fatal work is done. A system is excellent only when it places with certainty the best skill attainable before the child, and under the best possible conditions for the free activity of that skill. What else has

the system to do? Supervision is to produce this skill when it cannot be found ready at hand, and to protect the child till skill can be supplied.

The teacher's skill is tested by the child's experience under the practice of that skill. Therefore, Dr. Rice is correct in taking his stand beside the child to get a correct view and estimate of the whole system. He asks the vital questions for all systems: How does the child think and feel as the result of the system, what vital experiences are quickened, and what tendencies are given to life forces in the child? This spiritual fruitage can never be exhibited in terms of the system. It is without dimensions and imponderable. There will be no specimens at the World's Fair. This spiritual fruitage is to be inferred in observing the touch of the teacher and pupil in the work of the recitation. The praise of local pride and the jubilant reports of school boards are usually misleading indications of the real merits of the system. Such idle boasting must be checked by demanding an exhibition of the life-giving process from teacher to pupil.

Testing the system at the point fixed, one kind of error is found to prevail—the mind of the child was not brought into healthful [and vital unity with the thought in the lesson under consideration, and because something of external form or system was thrust in the way. “The letter killeth, but the spirit maketh alive.”

Some end to be reached external to the child; the child a means to the system which is end. Some ponderable product which easily accommodates itself to examination tests; some form of drill, which is beautiful and easily applied; anything which permits the nice operation of the machinery. The teacher is conscious of the means instead of the end. The rites and creed of the

church become religion. A reformation is needed to make us know that religion is an internal condition of the soul. It is the old battle. The energy of every educational reformer has been directed against exalting the means of educating the child into an end, thus losing sight of the child.

The lessons reported in the Forum show that the teacher, in all the bad examples of teaching, was not conscious of the real mental experience of the child in the act of teaching. For this reason they were not scientific teachers. The gifted, artistic teacher is conscious of the spiritual growth in the child in the act of producing it. Such a teacher feels the pupil's vital experience, and rationally adjusts means to the end of that experience. The reports show that the uniform failure is in the teacher's lack of ability to do this very thing. In some places the system was too weak to reach the child ; but in some cases it reached him to crush him with the system.

While the articles are awakening and helpful—decidedly so—yet they reveal nothing new. All thinking educational people knew before that they were perfectly safe in crying out against the one sin of formalism that doth so easily beset the teacher. It is everywhere about us, from the country district to the schools of New York City. But the articles in the Forum are most effective means of correcting our perennial evil. Every teacher should read them, and first ask what message they have for him ; and then, what for his country.

It is a matter of local pride to Indiana teachers to know that, while the educational sky was darkened by Baltimore, Buffalo, Cincinnati and St. Louis, Indianapolis broke through with a ray of hope and the promise of better things.

THE SOCRATIC METHOD.*

The Socratic method is usually supposed to be a certain form of ingenious questioning. Certainly this is true of it ; but the more important truth is the assumption on which his questioning rests. Socrates supposed truth to be born in the mind, of the mind, and not something to be put into it from the outside. For the pupil the idea noun, triangle, beauty and virtue are creations of the mind taught. Knowledge is a process in the mind of the learner. Socrates seized this thought, and his form of questioning naturally follows as means to the end. Obedience to this fundamental idea which guided Socrates would make a wholesale remedy of existing evils. All mechanical drill to fix in mind the forms and appearance of knowledge without its spirit would vanish. Let us study the Socratic method more in its essence, if less in its form. The new education dates from Socrates.

This suggests the three lines along which thought must move in the study of a literary selection. Each of these will be analyzed.

PRIMARY DEPARTMENT.

[This Department is Edited by MRS SARAH E. TARNEY CAMPBELL, late of the State Normal School.]

SECOND PHASE OF PRIMARY READING ILLUSTRATED.

II.

The purpose of these stenographic lessons in reading is to make more clear the principles underlying the primary phase. Special attention is called to that part of the lesson on the word pine as to its parts standing for their corresponding sound which is given in this article.

* The foregoing is adapted from the Science of Discourse.

The special purpose of the part of the lesson here given was to make the pupil see that in this word (*pine*) the *i* is long, as indicated by the fact that it is followed by *ne*, and *not* because there is a macron over it. Some of the general aims of this lesson are these: That usually when a vowel (in a monosyllable or accented syllable) is followed by a consonant and final e, the vowel is long; that letters having no special sound of their own often help to indicate or determine the sounds of other letters; that the relations of letters help to determine their sounds. A number of other purposes still more general might also be stated. It is thought that systematic work in this line will enable the pupil to become self-helpful in mastering new words without the aid of dia-critical marks. This lesson also illustrates a part of the method in reading in the outline of township institutes.

The first of this lesson was in last month's issue of the JOURNAL, and the work here given follows immediately that given before—they are parts of the same recitation. The great point here is that in *pine* the *i* followed by *ne* stands for its long sound, i, the relation of the letters determines the sound.

T.—(The teacher gives the word very slowly, thus separating it into its parts.) Now listen very carefully while I give the word (*pine*.) What did you hear just after *p*?—(giving the sound.)

P.—I heard i—(long sound.)

T.—What did you hear, Raymond?

P.—I heard i.

T.—Again, a little louder.

P.—I heard i.

T.—All together.

Class.—(Given by class.)

T.—Once more.

Class.—(Gave the second sound heard in the word.)

T.—Look at the word. Do you see something put there to say i? (The teacher gave the second sound heard in the word.)

P.—Yes, ma'am.

T.—Go point it out.

P.—(Points to the letter i in the word pine.)

T.—What is this letter?—(pointing to the letter i.)

P.—It is the letter i.

T.—What is it, Carrie?

P.—It is i.

T.—What is it which says i in this word?—(giving the sound of the letter in place of its name)—Leo?

P.—I.

T.—Do you think the letter i alone says i?

P.—I don't think it does.

T.—When I put this letter i out by itself, how can you be sure that you know what it says?

P.—I don't know.

T.—Maybe that came out of this word, in. If it did, what will i say?

P.—It will say i. (Short sound.)

T.—What is this word?

P.—In.

T.—What does the i say in in?

P.—I.

T.—If the letter i came out of the word in what will it say?

P.—It will say i.

T.—Put on the board what you think says i in in.

The pupil prints on the board the following: i (n).

T.—Tell me what you mean by this i (n).

P.—The i with n after it says i.

T.—Do you think when i has n after it, it says i, Howard?

P.—Yes, ma'am.

T.—In pine what is after the i?

P.—The i has ne after it in pine.

T.—What is it you think says i in pine?

P.—I think i with the ne after it.

T.—Now tell me again what you think says i in pine.

P.—I think in pine the i has ne after it to say ī.

T.—(To inattentive pupil)—Does what?

P.—I don't understand.

T.—Do you see what is the matter with what he said,

P.—(Inattentive pupil does not answer.)

T.—I wish you had better ears so you can understand.

(Turning to another child)—Do you think Karl is right?

P.—Yes, ma'am.

T.—Putting pin on the board: What does i say now?

P.—It says ī.

T.—(Adding e.) Do you know what it says now?

P.—It says ī.

T.—What letters did I put after it before I knew that it said ī?

P.—You put ne.

T.—Then if I should put this on the board, i, what might I do make it say ī.

P.—Add ne after i.

T.—Give me the sound of i which is followed by ne.

Pupil repeats the sound of i followed by ne or the long sound ī. This is given frequently by individuals and by the class and work upon the last sound and its representation is taken up,

PRIMARY LANGUAGE.

It is to be remembered that by primary language is meant that line of language work directly preparatory to technical grammar and composition and the incidental

work in other subjects that is done for the bearing upon language. It shall be the attempt in this paper to indicate some of the main purposes of doing language work with some appropriate means that may be employed in realizing them.

Knowing that every teacher is able to indicate many other purposes, I shall consider but four main ones. First, the primary language work should increase the child's vocabulary; second, it should give the pupil better ideas of that quality of expression called style and some facility in speaking and writing in the light of these ideas. Third, there should be systematic work in leading the child to see the meaning and use of expressions. This leads directly to technical grammar. Fourth, there should be a line of work that will require the most accurate observation of the attributes of objects and the corresponding accurate expression of what is seen. This is especially preliminary to scientific or technical composition work, but it also leads to the grammar. Other purposes might be named, but these four are primary ones, and a careful discussion of these will be all that is necessary here.

Let the purpose to increase the child's vocabulary first be considered. The average child comes to school with a comparatively small vocabulary, and, like his elders, he frequently does not use all the words he is able to use. He can understand stories and conversations employing many words he never thinks of using himself. One way to reach this purpose is for the teacher to use the largest, freest range of expression she is able to use and not confine herself to the meager vocabulary of the child. One morning I was doing some work with an excellent primary teacher while the children were coming in. One little girl, on reaching her seat immediately raised

her hand and said to the teacher: "My sponge is gone." The teacher quietly replied, "I will help you find it as soon as it is convenient," at the same time turning to me and saying, "That child never heard the word 'convenient' before and here is her opportunity to learn it." The child's face had a puzzled look and she repeated, "My sponge is gone;" and the teacher again replied, "I am busy now, but as soon as convenient I will help you find it." The child sat down, intently watching the teacher. When we had finished our work the teacher went to the little girl and said, "I am through with my work now and I find it convenient for me to help you." I was very much impressed with the skillful language lesson I had just seen and still more greatly so when, two days later, I heard the little girl use the word 'convenient' of her own accord. It is a mistake to use only the commonest commonplace words and expressions with children. They are able to comprehend language even if some new words are introduced, and while getting the meaning they are also getting a richness of vocabulary that is invaluable.

Then, too, a child's vocabulary may be increased by the teacher's giving new words for new ideas and new words for old ones. A class of second-year children was having a lesson on a lamp-shade and were telling the purpose of some conventional figures and pictures they found on it. They stated frequently that the lines and pictures were to make the shade look pretty. When the teacher was sure they had the right idea she told them that when lines and pictures were on objects just to make them look pretty we speak of the lines and pictures as being *ornamental* and from that time she insisted upon the use of the word *ornamental* for that idea until she was sure they had added the word to their vocabularies.

In this way she gave them a new word for an old idea. If the lesson were upon the parts of a flower it would certainly be well to give the terms, calyx, petals, sepals, etc. In this case, it might be new words for new ideas.

There is still a further way of increasing the pupils' vocabulary and that is by reading and telling stories to children and occasionally having them reproduced. The story read might be a well-written description which would be distinctively in line with primary language as was shown in a previous discussion. Or the story might be for its natural science or historical significance—the point is, the reading of any well-written story, no matter what line of work it is to supplement, is a great help in increasing the vocabulary, and this is made more effective if the children are asked to give the story and pressed to use the especially appropriate words the author used. The memorizing of beautiful selections when the meanings are well understood is also a valuable means in this work.

This particular phase of language, the effort to increase vocabularies, is not confined to any particular year or definite, set-apart recitation. It continues during the whole course and receives attention in every recitation and conversation carried on. It is a mistake to leave all this for one little fifteen-minute period daily when it is of such a nature that it gives added interest in the formal expression and instead of detracting from the thought helps to render the thinking often times more clear.

Primary language should give the child better ideas of style and some facility of expression in harmony with these ideas. The three great and fundamental qualities, *clearness, elegance and energy*, should not only be pretty well understood, but before taking up technical gram-

mar the pupil should, above all else, be able to speak and write clearly and have fairly good ability, at least, in employing the other two ideas. The means to be used to reach this end are, in the main, the same as those to be used to give increased vocabularies. The first thing to be made right is the *style* of the teacher. The language she employs should exhibit these three elements. It is the duty of the teacher to use the best English it is possible for her to command and thus in the ordinary conversations of the day set before the pupil models that are worthy of imitation.

Another means toward this end that may be used is the teacher's helping the pupil to put what he has to say clearly and besides this to put it in the smoothest, most pleasing way possible. The teacher should suggest appropriate expressions and their best order. This should be noticed in all conversations and recitations. It is interesting for the teacher when listening to a child who is unable to say well what he has in mind, to say it himself in his best way and notice the child's face light up as he says, "That is what I mean."

It hardly seems necessary to add that the reading of stories that embody these three ideas of clearness, elegance and energy is also valuable. The reading of well-written selections, of real works of art, is invaluable to any one as a means of acquiring a better style of speaking and writing. Written work for the pupil carefully talked over and corrected affords the same opportunity. One point I wish to insist upon here is that this attention to that quality of language we call style need not be entirely relegated to the one set exercise called language but should be noticed in everything that is said.

It is noticed that the work in language that is to give

the child a larger vocabulary and better style begins with the child's first day in school and reaches to the last. It is a feature of every recitation, reading, geography and arithmetic, as well as that one called language, and even the little conversations between teacher and pupil will have hidden in them this purpose of the teacher. The two remaining purposes—to give an insight into the *meaning* and *use* of expressions and to give facility in making nice discriminations in thought (or in attributes of objects and they are virtually the same) and their corresponding expression, will be treated in the following article. These last two purposes may be said to provide for a progressive line of language work, something distinct from the other subjects. These would form the great principle or idea that would determine the course of study in language.

PRIMARY LANGUAGE.

There are some teachers who dismiss summarily the idea of written plans. They are usually of two classes:

(a.) Those teachers who are too indolent to prepare adequately for their work, considering that their responsibility commences at the moment school begins in the morning and ends the moment school closes in the evening.

(b.) Those Superintendents and teachers who hold that the teacher should inform herself well upon the subject, and without any planning, go before the class and "trust to the inspiration of the moment." The claims of these is that to prepare written plans for lessons makes the teaching mechanical. Such a criticism indicates a mistaken view of the function of written plans or "notes on lessons."

The value of the plan is in the planning. The purpose of the written plan is accomplished before the recitation begins. To employ it as a guide and consult it during the progress of the recitation, would be a violation of the spirit of teaching as a psychological art. The attention of the teacher, during the recitation, must be concentrated upon the minds of the pupils, in order that she may read the true condition at each step, and change and adapt her work as their difficulties change. To attempt at the same time to consult at each step the suggestions of a written plan is to disregard the principle that the mind has but a given quantum of energy; and it is also to deprive the lesson of spirit and interest by thrusting between the mind addressing and the minds addressed, a barrier, thereby making the communion of their minds even more mediate than it must of necessity be.

The true course for the teacher is not merely to inform herself upon the subject and then go before the class "trusting to the inspiration of the moment." There is no inspiration in the moment under such circumstances. The course for the teacher, as demanded by the interest and the interests of the children, is:

1. To gather carefully the material for the lesson.
2. To reflect carefully upon its arrangement, the order and method of presenting the ideas, and to determine, in the main, the illustrations, etc., thus obtaining a mental plan.
3. To reduce this mental plan to a written plan, "writing makes the exact man" in order to test more carefully the mental plan, and to insure a better organization of the lesson.
4. To go before the class and conduct the recitation without the aid of the written plan, or if using it all, ob-

taining only the main headings, thus insuring that true inspiration and confidence, and that thorough organization that comes from careful preparation; and at the same time allowing that freedom which enables the teacher to adapt the work to the changing needs of the class.—*Howard Sandison in "Theory of the School."*

THE SCHOOL ROOM.

[Conducted by GEORG F. BASS, Supervising Principal in Indianapolis School]

HELPING PUPILS.

Teachers often insist on the pupils "studying out" everything unaided. The teacher refuses to help the pupils because he thinks it will make them more dependent. But the pupil may not know how to study the subject in hand. When this is true, it is a waste of time and energy to have him try to work it out unaided. To illustrate, consider the following problem in the hands of a Third Reader pupil: Mr. Brown began on the first of January to put money in bank. He put in \$20 each week, and drew out \$25 each month. How much had he in bank at the end of the year?

The pupil has failed to get this problem; not because he has made mistakes in his work, but because he had not thought correctly. He had failed to think the conditions in their proper relations. Don't send him home to work the problem at night. Give him some help that will help him to help himself.

Teacher.—What is the question in this problem? Pupil.—We wish to find how much Mr. Brown had in bank at the end of the year. T.—Very well. What must we know before we can answer this question?

P.—We must know how much he put in. T.—Read the problem and see whether that is all we must know. P.—He took out some money, so I think we must know how much he took out, too. T.—Can you find, by reading, how much he put in and how much he took out during the year? P.—No, sir; but we know how much he put in every week, and I know how many weeks there are in a year, so I can find out how much he put in during the year; and I can find how much he took out, because the problem tells how much he drew out each month, and I know how many months there are in a year.

The pupil has received enough help. Let him try the problem. See that he has another one as difficult but not like it. He will certainly have a tendency to ascertain what is required and what he must know in order to get what is required. He will have a clear purpose in mind and this purpose will lead him to think the process. Give him a problem of this sort:—A boy earns \$5 a week and spend \$8 a month. How many months will it take him to pay for a safety that cost \$48?

FOR FIRST YEAR PUPILS.

The following is a story made by the teacher of first year children. It may be used with the children after they have made a collection of these leaves, and have studied them with the teacher. She leads them to see all that they can see. What they cannot see for themselves she tells them.

STORY OF A MAPLE LEAF.

I.

I am a maple leaf.

See my pretty red and yellow dress!

Once I was a little green leaf.
Then I was young.
I am a year old now.
Last fall I was wrapped up in a little bud.
I was very little then.
I slept all winter.
One day last spring I waked up.
I was very warm.
So I began to throw off my blanket.

II.

I soon found that I had something to do.
I was not made just to play.
I took in air for the tree.
The roots took in sap from the ground.
The tree sent all the sap out to me and the rest of the leaves.
The air we took in changed it to good sap.
We sent the sap back all through the tree.
That made it grow bigger.
I could not do much by myself.
But all of us have made a new ring of wood for the tree.
It is nice to think we have made our home tree bigger.
We are glad we could do something.

III.

We have had a good time while we have been at work.
We have danced in the wind.
We have seen the blue sky and bright sun.
We have seen the flowers and bees, all busy and happy.
We have heard the birds sing.
We have seen them at their work.
We have seen a little brook running by.
We have listened to its chatter.

We have learned that it, too, had something to do.

We have not seen anything that was idle.

Everything has its part to do in this big world.

IV.

Not long ago North Wind brought us word from Jack Frost.

He said, "You have done well, little leaves.

"You have been busy and happy all summer.

"Now your work-time is over.

"I will give you each a beautiful dress for holiday.

"I will send the wind to take you off on a little journey."

So these beautiful dresses came to us.

And away we went with the wind.

By and by our play will be over.

We will go to sleep.

Then a soft, white cover will be laid upon us.

M. F. B.

A LANGUAGE EXERCISE.

Take a selection from the reader and have pupils analyze it, showing the use of each word, phrase and clause. It is not necessary to have the pupils classify them, however. Classification will grow out of this exercise. Words are classified on basis of use and meaning, so, before they can be intelligently classified, the use and meaning must be seen.

Take the selection on page 75 of the Indiana Fourth Reader. It is Longfellow's "The Day is Done." Let the pupil give such an analysis as follows: In the first stanza the words *the day* express what the author thought about. The words *is done* express what he thought of the day, i. e., it was finished. The words *the darkness*

express another thing he thought about, and the words *falls from the wings of night, as a feather is wafted downward from an eagle in its flight*, express what he thought about the darkness. "From the wings of night" tells what the darkness falls from. "As a feather is wafted downward from an eagle in its flight" tells how the darkness falls.

Just here some pupil may say that night has no wings. "But the author says it has," says the teacher. Our little doubter is not convinced by this. We are glad he is not. He will, if properly taught, begin to look for the author's meaning. This, of course, is not the work of the language analysis, but it is the work of the reading lesson. But language analysis is the first step toward interpretation.

The first stanza is now left, and attention is given to the second. The pupil says that there are two statements in this stanza. The first one is:

"I see the lights of the village
Gleam through the rain and the mist."

In this statement the word *I* expresses to us the author. All the rest of the sentence expresses what he did. He saw lights. "Of the village" tells what lights he saw. "Gleam through rain and mist" tell what the lights did.

In the second statement the words *a feeling of sadness that my soul can not resist* is the subject, and *comes over me* is the predicate. The word *feeling* is the name of that which comes over him. *Of sadness* expresses the kind of feeling. "That my soul can not resist" further describes feeling.

This analysis may be pushed further. The teacher may ask whose soul is referred to in the last line of the second stanza? "Longfellow's." T.—What word sh-

this? P.—The word *my*. T.—What does the word *me* mean in the first line of the fourth stanza? P.—It means Longfellow. T.—What does the word *that* in the fourth line mean? P.—It means heartfelt lay, or what he wished some one to read to him.

LEND A HAND.

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

"HAVE YOU 'PEAS IN YOUR SHOES?'"

BY MRS. E. E. OLCOTT.

The swift, pleasant holidays were drawing to a close. Two sisters sat in a cosy room, the one with a book, the other with her water-colors, enjoying the last afternoon at home. Both were teachers; the elder with eight years' experience, the younger with half as many months.

Margaret glanced up from her reading. "You must be painting gloomy scenes if your face reflects your work, Elsie," she said, adding shrewdly: "Didn't you say your school work was pleasant?"

"Yes, it is very pleasant, and I enjoy it, but—I wish I knew how to boil the peas! Most of my pupils are unusually apt, but there are two who are so un-apt and so annoying that I christened them 'the peas in my shoes.' You know that in the good old days, to humble the flesh and to chasten the spirit, people went on pilgrimages. Sometimes they went fasting, sometimes half clad and sometimes limping painfully with peas in their shoes. There runs a story in this wise: Two pilgrims made a vow to walk to a distant shrine with peas

in their shoes, One limped on painfully, the other tripped gaily along. The sufferer begged for the secret of such ease in traveling. 'Oh' said his fellow-pilgrim; 'I boiled the peas!' Now I have a fancy that the self-control and patience I must exercise in dealing with those two sources of vexation will bring me a spiritual reward. But my conscience would not upbraid, nay, it would commend, could I discover how my metaphorical peas could be boiled!"

"Give me a sketch of them," said Margaret, "perhaps I may help to set them simmering. The name is a bit odd, but I think the old Greek pedagogues must, sometimes, have had peas to teach and I have known many a one in my time."

"Sketch them!" Well, they are not poetical enough to look upon but they would suggest a bit of poetry:

"We are nettles some of us,
And give offence by springing."

"They are not related by blood, but are twins in stupidity. Indeed, they may well be called peas, so alike are they in dullness of intellect. They don't even absorb learning! After weeks of patient endeavor on my part, I called on Lou to read 'a (chair,' a picture,) she said, 'my horse!' Her twin was equal to the emergency, for, when I asked him to read 'the (hat', a picture,) Sherman said, "dis iss a dubby," (this is a Derby). As to number work if I say 'Lou, show me four cubes,' she will gather up a handful of cubes and cylinders! If I say 'Sherman, you have one stick; if Lou gives you two more how many will you have?' 'Ten,' says the Pea, sweetly! I have boxes containing words printed on small cards. The rest of the class can construct sentences with them, supplying the punctuation marks. As for Sherman, if I print 'g i r l' on the board and say, 'Find four cards like

this,' when I examine his work I'll probably find in a row, ten or fifteen words, such as 'pretty, dog, what and the like! Lou can't be trusted to even try to match words. Whenever I gave her a box of words, mutilated cards were afterwards found at some distance from her desk or on the desk back of her, or under the desk in front of her. When questioned her neighbors declared, 'Lou did it,' while she stoutly maintained, 'Meh din't!' meh din't!' (me didn't.) I never saw her tear or chew a card but when she had no box no torn words were found!"

"Can the peas do any slate work?" Oh, yes, Lou writes what I call infinite m's, because nothing but the size of slate limits them. They stretch out something like this mmmmm. Sherman can make 4's upside down, and 6's backward. Why, in the middle of December I tried to teach him to write 'he.' I guided his hand half a dozen times, when left to himself he wrote —. I have taught those children for four months, and if I should say blandly to a visitor, 'This is the first day at school for these two little folks' he would never doubt it! Yet they have had as much attention as any pupils in the class.

'How do they spend their time?' Too much of it in troublesome idleness. It is to be expected that several times a day Sherman will be found on all-fours scrambling after a marble, or piece of watch-chain, or top, or at least a pin, if he has nothing else to drop on the floor! 'Suppose I deprive him of all his treasures?' Then he forages on his neighbors, he peeps into their lunch, picks up things on their desks, and is likely to transfer such as he likes to his pockets.

Lou is likely at any time to be kneeling on the seat of her desk inspecting the slates back of her. 'Why don't

I punish them severely?" Because I know if I examine their slates, Lou's will be full of infinite m's, and Sherman's will be covered with inverted 4's and 6's "looking backward." They have, to the best of *their* ability, done the work assigned, and the rest of their energy is running to disorder. Unless I terrify them I can not force them to sit still and do nothing. Their attention can not be directed to one thing for more than five or ten minutes. 'What is my theory in regard to them?' It seems to me that my bright pupils have minds that travel like passenger trains. Some of the class are like slow freight trains, but the Peas jog along on ox-carts. Of course they can't keep up; they can't even keep in sight of the slow freights! I don't like to punish them because they *can't* learn."

"Well," said Margaret, musingly, "they are hard peas to boil. I commend you for keeping in mind that they are not to blame for lack of ability. They really need to have the first week's work continued for six months. If they could have a varying repetition of the simple devices, and frequent change employed then, they would enter with zest into their work and advance at the rate of a mile a day! Try to give them some of this simple work to relieve the monotony of infinite m's and inverted figures. When they come to the recitation, try to suggest something that they can do, if it is only to point to a (house.) Make school as pleasant to them as circumstances permit. Then wait philosophically for the seed you have sown to germinate."

Dear reader, have you any Peas in your shoes? What advice would you have given Elsie?

EDITORIAL.

The Indiana Journal for Indiana teachers.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

WHEN you have matter for either of the Departments, please direct to the Department editor, and not to this office.

IS IT I? IS IT I?—Possibly. During the institute season several teachers subscribed for the JOURNAL with the distinct understanding that they were to pay for it not later than January 1, 1893. It must now be said that some of them have *forgotten* this promise.

THE NOVEMBER number of the Ohio Educational Monthly reprints an article on "Primary Number" from the INDIANA SCHOOL JOURNAL. The article is a good one, and we commend Bro. Findley's good judgment in selecting it, but confess to a little surprise that the proper credit is not given.

THE DECEMBER FORUM contains Dr. Rice's third article on "Our Public School System." The cities discussed are Indianapolis and St. Louis. The Doctor places the Indianapolis schools far in advance of any of the other systems so far discussed. The article is so suggestive and helpful to thoughtful teachers that the main parts of it will be printed in the JOURNAL in the near future. The Forum articles are causing a great deal of talk among educational people, and must result in good.

HAPPY NEW YEAR.

Again the Journal starts on a new year; again it looks back upon a year's work faithfully done, with hopes that its efforts have not been in vain; again it looks forward to another year's work with high resolves and with an abiding faith that honest endeavor and hard work in the future as in the past will insure a fair degree of success; again it returns its sincere thanks for its numerous friends that have been faithful to its interests for many, many years; again it wishes for all its readers and to all the teachers of Indiana a very *Happy New Year*.

With this issue the Journal enters upon its thirty-eighth volume, and with two exceptions is the oldest educational paper in the United

States. Twenty-one of these volumes have been issued by the present editor, and he does not fail to recognize and appreciate the loyal support given him by his fellow Hoosier teachers.

The INDIANA JOURNAL is conceded to be one of the best educational papers in the country, and the editor has been able to make it so only by the aid and faithful support of the teachers. May the future be as productive of good results as has been the past, and may Indiana continue to stand educationally in the front rank. To this end the Journal will work during the year 1893.

WASHINGTON'S BIRTHDAY.

Elsewhere in the Journal will be found a program for the celebration of Washington's Birthday, February 22d. It is printed this month so as to give ample time for preparation. The program was prepared by Mrs. Elder, the author of the popular Columbus Day program, printed in the Journal last September, and is certainly a good one. It is divided into small sections and numbered so as to give some part, if possible, to every child in school. It is to be expected that teachers will modify this program to suit special conditions.

The Journal heartily believes in making use of public days, holidays, and anniversaries to teach important lessons. Such occasions give peculiar opportunities for enforcing lessons which ought not to be neglected.

February 22 will afford peculiar opportunities for enforcing historic and patriotic lessons—as the whole thought of it will be in line with the general thought of the Columbian Exposition and the Columbian year. Let every teacher make some appropriate use of the day, and if the accompanying program will in any degree aid, it will have served its mission.

A MUNIFICENT GIFT TO CHICAGO.

Philip D. Armour, the millionaire packer of Chicago, recently made a Christmas gift of over \$1,500,000 to that city. Absolutely unknown to the public, work has been going on for a year past toward the construction of a magnificent building on Armour avenue, and it is now nearly ready for occupancy. The building will be known as the Armour Institute, and will be to Chicago what the Drexel Institute is to Philadelphia, and the Pratt Institute to Brooklyn. In addition to this, Mr. Armour gives \$1,400,000 for its maintenance. All that money and work can do will go to make it the greatest institution for manual training in this country. It will be a school good enough for the richest, and it will reach out for the poorest. The building and the funds for its support are to be turned over to a board of directors. It is expected that the school will open on the 1st of next September. During the next few months the most complete apparatus obtainable for every branch and a library on every line of study will be secured.

This is Mr. Armour's second great gift to the people of Chicago. He has established the Armour Mission and given it an endowment which yields about \$25,000 a year. Contrast Mr. Armour with Jay Gould, who recently died and left a fortune of over *seven'y millions*, and not one dollar to charity or benevolence. Comments are unnecessary.

THE COLUMBIAN EXPOSITION.

Just as we go to press, word comes that space has been assigned for the educational exhibit. This is well, for nothing very definite could be done in the way of planning the exhibit till the exact amount of space to be occupied was known. The work can now go forward without interruption.

The Penny Fund collection seems to be giving trouble to some persons with vivid imaginations and suspicious natures. It has been reported and even published in a few local papers that the fund is being diverted from its proper use to "pay salaries" to the originator and promoters of the scheme. Such a charge or insinuation is wholly gratuitous and without foundation in fact. Every cent collected went into the hands of the treasurer, Mr. Peele, and not a dollar can be paid out except by vote of the Board. This being true, no single member can get a dime improperly without involving the integrity of the whole Board.

Further, no member of the Board can get pay for services as such member. He is allowed actual expenses, which he *must make oath to*, and then he is paid out of the "general fund" as the law provides.

It is true that Mr. Hailmann gets pay for his services, and what reasonable person will say he should not? He gave up the superintendency of the LaPorte schools, and devotes his entire time to the work, and is earning more than he gets. No other member of the committee has ever received one dollar for services.

The Board was exceedingly fortunate in getting a person so unquestionably qualified as is Mr. Hailmann to undertake the responsible work, and these criticisms come in very bad taste, and, doubtless, have their origin in ignorance of the facts. If teachers and superintendents will but do their parts faithfully, Mr. Hailmann will make an exhibit that will be an honor to the state.

GRADING IN COUNTRY SCHOOLS.

Dr. Wm. T. Harris, Commissioner of Education, has an article in the November issue of the Ohio Educational Monthly, on "Grading in Country Schools," in which he makes some remarkable statements. He says: "In my opinion there is no worse evil in the country schools than the classification of pupils, which is attempted in many states under the supposition that what has proved a good thing in the very large schools of cities, would be beneficial if partially adopted in the small schools of the rural districts."

And again: "In the ungraded schools there is a chance for the bright and industrious pupil to make good progress by aid of a good text-book without much aid from the teacher. I do not consider the evils of the ungraded school to be so great as those of the partially graded schools. * * * They are stiflers of talent in most cases."

In the face of what Indiana and many other states have been struggling for for many years, the above are remarkable statements. His arguments are all against the *abuses* of grading, and not against grading itself. Every argument against grading the country schools will lie against grading the city schools; and every argument in favor of grading the city schools can be used with equal force in favor of grading the country schools. Dr. Harris is high authority, and is generally right in his educational propositions, but, for once, he is wrong—absolutely wrong. The judgment of a sensible county superintendent, who has had *experience*, is worth more on a practical matter of this sort than is the judgment of the Commissioner of Education. Dr. Harris's article is valuable, in that it shows that the *ungraded* condition of schools has compensations, and further, and what is of vastly more importance, it shows that *grading* may be carried too far.

When a teacher or superintendent starts out with the idea that a school must be graded - and at once; and that every child must be in some one grade, evil, and certain evil, is sure to follow. It should be remembered that the one essential thing in the organization of a school is not grading, but that each child shall be provided with such work as shall be best suited to his requirements. The main question is not what does the grading require, but what does the child require. Grading does not mean the repression of the bright pupils and the over-crowding of the dull ones, in the country schools any more than in the city schools; but it does mean that a child must keep all his studies up to about the same stage of advancement. The old method, the go-as-you-please method--Dr. Harris's method—means that a child may take arithmetic, or history, or any subject that he likes, and by the "aid of a good text-book, without much aid from the teacher," make "good progress" in this branch, while grammar, or some other branch, is wholly neglected. Grading, when applied in time, can prevent this uneven, "lop-sided" condition found among children in ungraded schools, but when it once exists it cannot be corrected at once, without doing great wrong to the children.

Common sense will suggest how best to correct existing evils, and how best to deal with individual cases. Indiana teachers who have tried grading in the country schools for years will not take kindly to Dr. Harris's ideas.

WHAT APPARATUS TO BUY.

The following is extracted from a teacher's letter: "Our trustee has just bought a \$35 chart and a \$20 globe. I had asked for dictionaries, door-scrappers, door-mats, and a set of the Reading Circle books, and

could not get them. I do not doubt the good intentions of the trustee, but the old globe would have served every purpose, and I can make but little use of the chart. What can I do?"

There is a vast deal of money squandered on high-priced maps, globes, tellurians, etc. In some counties the Board of Education has made a rule that no apparatus shall be bought except such as has been considered by the board and recommended by the superintendent, with definite prices determined. This plan saves the trustee annoyance, secures the best appliances and saves the people money.

QUESTIONS AND ANSWERS.

READING.—Beautiful faces are those that wear

The light of a pleasant spirit there,
It matters little if dark or fair.

Beautiful hands are they that do
Deeds that are noble, good and true,
Busy with them the long day through.

Beautiful feet are they that go
Swiftly to lighten another's woe,
Through summer's heat or winter's snow.

Beautiful children, if rich or poor,
Who walk the pathway sweet and pure,
That leads to the mansion strong and sure.—*Anon.*

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|--|----|
| 1. Tell what you would do with this selection for a class of ten-year-old pupils. | 30 |
| 2. How will pupils be helped with reading by committing pieces to memory and reciting them? | 10 |
| 3. To what extent and in what ways may the reading of a pupil be criticised to advantage by his classmates? | 10 |
| 4. Define accent. How far should pupils be advanced before the teacher may safely undertake to make the distinction between primary and secondary accent on words? | 10 |
| 5. Read a selection indicated by the superintendent. | 40 |

U. S. HISTORY.—1. State at what points on the eastern shores of North America discoveries were made by different European nations, and the effects of these discoveries.

2. Name ten of the leading newspapers of the United States.
3. Name four of the most prominent men of the Revolutionary period and state what was the most distinguishing trait in the character of each, and in what each most influenced our history.
4. Give an account of Burgoyne's invasion and surrender, and state why it was important.

5. Show the bearing of each of the following events upon slavery:
 (a) Passage of the Ordinance of 1787. (b) Mexican War. (c) Dred Scott Decision.

6. Locate Fort Duquesne, Ticonderoga, Yorktown, Fort Donelson, Lookout Mountain.

ARITHMETIC.—1. If it costs 75c a cord to saw 6-foot wood into two pieces, how much will it cost, at the same rate, to saw 7 cords of 6-foot wood into three pieces?

2. Divide $5\frac{7}{8}$ by $\frac{3}{4}$, and develop from your work a rule for dividing one fraction by another.

3. A man buys railroad stock at 25% discount, and afterwards sells it at 15% discount; what per cent. does he make by the transaction?

4. A workman who can make a suit of clothes in $2\frac{3}{4}$ days receives \$2.80 per day; how much should be paid per day to a workman who takes $3\frac{2}{3}$ days to make a similar suit?

5. Sold a car-load of stock for \$900 and invested the net proceeds in sugar, receiving a commission of $\frac{1}{4}$ per cent. on each transaction; how much was my whole commission?

6. What is the difference between the square root and the cube root of 2.985984?

7. What is a duty? Name and explain two kinds. Illustrate the method of their computation by an importation of woolens which pay both kinds of duty.

8. Find the cost of 25 pieces of scantling 5 in. by $3\frac{1}{2}$ in., 15 ft. long, at \$10.25 per M.

PHYSIOLOGY.—(Answer seven questions.) 1. Describe the shoulder and pelvic girdles.

2. Differences in structure and work between voluntary and involuntary muscles.

3. Name the vessels opening into and from the heart.

4. Kinds and structure of teeth.

5. Structure of liver.

6. How are interchanges between blood and air effected?

7. Structure of spinal cord.

8. Course and function of Eustachian tube.

GRAMMAR.—“We rise by the things that are under our feet,

By what we have mastered of good and gain;

By the pride deposed and the passion slain,

And the vanquished ills that we hourly meet..”

—Dr. Holland.

1. Which is the principle clause? How many subordinate ones?
2. Give construction of that in the last line
3. Is the phrase “of good and gain,” adjective or adverbial? Why?
4. Parse “deposed.” What is the construction of the phrase “under our feet?”
5. Explain the construction of “passion.”

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6. What is the case of "ills?" Parse "good."
 7. Explain the construction and use of the word "what."
 8. Write a sentence containing an adjective phrase and an adverbial clause and one containing an adverbial phrase and an adjective clause. Designate each.
 9. What parts of speech may be the subject of a sentence?

SCIENCE OF EDUCATION.—Discuss any two of the following topics:

1. The Reformation from an educational point of view.
2. Froebel and the kindergarten.
3. Educational doctrine of John Locke.
4. Elementary education in England.
5. The training of teachers in Germany.
6. The practical in education.

GEOGRAPHY.—1. Name and locate two groups of continental and three groups of oceanic islands. 10

2. What faculties of mind are chiefly exercised in the study of geography? How? 20
3. How do forests affect the climate of a country? 10
4. Discuss the relation between the animal and vegetable life of a country. 20
5. What large cities of the United States are on or near the fortieth parallel of latitude? 10
6. Name the chief productions of Australia. 10
7. Give uses of ocean currents and name and locate three important ones. 20

EVANGELINE.—1. What are the elements of strength in Longfellow's writings? 20

2. Describe the embarkation. 20
 3. Give brief outline of Evangeline's search for Gabriel. 20
 4. Describe the village of Grand-Pre. 10
 5. Give occupation of the Acadians. 10
 6. Name the most prominent characters of the poem, and characterize each in a single sentence. 20
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ANSWERS TO PRECEDING QUESTIONS.

READING.—1. The pupil should be required to tell what kind of faces the author thought were beautiful. Also what kind of hands and feet the author thought were beautiful; then where was the beauty the author admired, on the surface, or in the heart or soul? What kind of beauty is certain to fade? Then what kind should we strive to possess?

2. If they recite them properly they are helped in thought-reading by getting strongly impressed with the writers' thought through the extra effort put forth in committing the piece. They are aided in

oral-reading by the great amount of special practice necessary to prepare the piece properly for recitation.

3. Criticism by the class would apply only to the oral expression, and the value of such criticism is questionable; as it is done in many places it is positively injurious. The teacher should criticise wrong emphasis by questioning in regard to the thought, and much wrong pronunciation can be prevented by dictionary or other work preceding the recitation.

4. Accent is a superior force of voice upon some particular syllable of a word. There is no necessity of making any special point about the distinction between the primary and secondary accent until the grammar grade is reached.

U. S. HISTORY.—1. (a) The French made discoveries up the St. Lawrence river, from which they gained a foothold on the northern portion of North America, that they held until 1763. (b) The Cabots under English Commissioners made discoveries and explorations from Labrador south as far as Cape Hatteras; from these, English settlements were made, which, from time to time, grew more and more extended and powerful by conquest, till at last the people, weary of oppression and misrule, struck for independence, and won. (c) The Spaniards made discoveries and explorations in Florida and adjoining territory, thereby getting a foothold on the main land, that was not entirely relinquished until 1819.

2. The New York Sun, The New York World, The New York Tribune, The Chicago Inter-Ocean, The Atlanta Constitution, The St. Louis Globe-Democrat, The Philadelphia Press, The Cincinnati Commercial-Gazette, The Chicago Herald, and The Louisville Courier-Journal.

3. (a) *Patrick Henry*—boldness in expressing his opinion; his influence in intensifying the feeling of independence and war was very powerful.

(b) *George Washington*—His unselfish patriotism; it had much to do in holding the patriots together in their resistance to British oppression, and it has influenced our history more than any other of his many noble characteristics.

(c) *Benjamin Franklin*—wisdom; his influence as a diplomat gained the help of France, without which the Revolution might not have succeeded.

(d) *Robt. Morris*—honesty: he influenced several persons to loan him money to send to Washington at a time of great need; really his help saved the army.

4. See adopted history, paragraphs 177 and 179. The victory was important because it—

(a) Cheered the patriots to renewed efforts.

(b) Broke up the plans of the British.

(c) Secured the help of France.

5. (a) The passage of the Ordinance of 1787 shut slavery out of the

North-west Territory. (b) The Mexican war brought an addition to our territory, and this addition brought up the old question of slavery. (The Mexican war was a war of conquest to gain territory for the extension of slavery.—J. C. Calhoun)

(c) The Dred Scott Decision partially opened the way for the extension of slavery in all the states, north as well as south.

6. *Ft. Duquesne* was at the junction of the Alleghany and Monongahela. *Ticonderoga* is on the stream connecting Lakes George and Champlain. *Yorktown* is on a peninsula and near the mouth of York River, flowing into Chesapeake Bay. *Ft. Donelson* is in north-western Tennessee, on the south side of the Cumberland River. *Lookout Mountain* is in Tennessee, a little south of Chattanooga.

PHYSIOLOGY.—1. See page 48 and page 50 of the adopted physiology.

2. The muscle cells differ in voluntary and in involuntary muscles. The cells of the voluntary muscles show on their surfaces very fine lines, and are called striated muscular fibres. The cells of the involuntary muscles show no striations, and hence are called non-striated or smooth fibers. (See pages 69 and 70.)

3. The superior vena cava, the inferior vena cava, and the coronary vein open into the right auricle. The openings into the left auricle are by the four pulmonary veins. The pulmonary artery arises from the right ventricle; the aorta from the left ventricle. (See page 95.)

6. These interchanges are effected by means of a device which consists of a great amount of thin-walled tissue; "and further consists of a means to keep up a current of air or water on the outside of the skin, and a current of blood on the inside." (See pp. 161, 177, 178 of adopted Phys.) The oxygen of the air passes through the cell-wall and the capillary wall and mixes with the blood. The C^I O₂ of the blood passes through the capillary wall and the cell wall, and is expelled from the lungs into the air.

GRAMMAR.—1. The principal clause is, "We rise, etc." There are three subordinate clauses.

2. "That" is a relative pronoun, obj. of "meet."

3. The phrase "of good and gain" is adverbial, and denotes source; indicating locality in the abstract. [In Latin it would be called the genitive with the predicate.]

4. "Deposed" is a passive participle used as an adjective, and modifies "pride." It is from the regular verb "depose;" "under our feet" is an adverbial phrase denoting place; it modifies "are."

5. "Passion" is object of the preposition "by."

6. "Ills" is in the objective case after "by;" "good" is an adjective used substantively, and is objective after "of."

7. "What is equivalent to "that which;" "that is object of "by," and "which" is object of "mastered."

8. (a) The speaker of the evening came after the people had gone home. (b) The boy who won the prize went to the city.

9. The noun and the pronoun (and any other element that can be used substantively; as, the participle and the infinitive.)

SCIENCE OF EDUCATION.—1 *Fræbel and the Kindergarten.* Intuition is the fundamental principle of his method. He had a great love for children, and believed that there was not enough unity in their education. After much thought he conceived of the Kindergarten. At Blankenburg he held his first school of this kind. He first conceived the idea from seeing a child play at ball. In his system certain appropriate objects, called gifts, are successively given to the children at proper times. These serve as material for the exercises which are to be given. He looked upon the child as a plant, the school as a garden, and the teachers as gardeners of childhood. [Read section 542 of Compayre's History of Pedagogy (Payne.)]

(b) *Educational Doctrine of John Locke.* His essential principles were: (1) In physical education, the hardening process; (2) in moral education, the principle of honor, set up as a rule for the free self-government of man; (3) in intellectual education, he especially desired that the practical be given the foreground. His hardening process went to extremes; his ideas on moral education were in advance of his time, and he deserves great credit for his protests against the neglect of the moral nature. He, however, expected in children a greater development of the moral nature than is possible. (Read sections 208-223 Compayre's History of Pedagogy.)

(c) *The Practical in Education.* By this term is meant that part of education that we can put to use in gaining a livelihood. Some look upon it as being the only education that the State ought to give, and that it ought not to extend much beyond the three R's. But it is difficult to draw the line between the practical and what might be called the ornamental; and the term is apt to give one a wrong idea of what a true education consists, the development of the whole man, the power to do and to think—and not a collection of unorganized facts.

GEOGRAPHY—1. (a) The Balearic Isles and the Grecian Archipelago in the Mediterranean Sea; (b) The Azores in the Atlantic, the Sandwich Islands in the Pacific, and the Society Islands in the Pacific.

2. The *imagination*—by picturing the scenes described in the text, and by taking imaginary journeys. The *understanding*—in comparing different sections of the country and noting the different peoples, industries, etc.; and in noting the effect of climate on life, and upon the history of peoples. The *memory*—in storing away the facts thus obtained.

2. Forests afford protection from cold, and prevent drouths by preventing the ground from drying out. They thus keep the air, in their section of the country, in a vapor-laden condition, a condition necessary for the bringing-about of rain. Hence rains are more frequent in forest regions.

4. If the vegetable life is one of grass and small herbs, we find

graminivorous animals which can feed on the grass, and other animals which can creep or hide in the grass. The birds found in such places are the quail, prairie chicken, etc.

If the vegetable life be forests bearing nuts, wild fruits, etc., then we find those animals that can climb and feed thereon, and birds that live in trees. Where there is no vegetation, there are no animals.

5. Trenton, N. J.; Philadelphia, Pa.; Columbus, O.; Indianapolis, Ind.; Springfield, Ill.; Denver, Col.

6. Wool, wheat, cattle, gold, copper, tin and coal.
 7. They (a) tend to equalize the temperature of the earth's waters; (b) modify climate; (c) keep the waters of the ocean pure by preventing stagnation; (d) transport seeds to regions that are made fertile and habitable.

(a) The Gulf Stream, in the Western and Northern Atlantic. The Japan current in the Western and Northern Pacific. The Antarctic current flowing from the Antarctic regions.

ARITHMETIC.—1. If it costs 75c to saw a cord of wood into two pieces, it will cost twice as much to saw it into three pieces, or \$1.50 a cord. 7 cords will cost 7 times \$1.50, or \$10.50.

2. First, $\frac{3}{4}$ is contained in 1 four times, and $\frac{3}{4}$ is contained $\frac{1}{3}$ as often, or $\frac{1}{3} \times 4$ times. Now, if $\frac{3}{4}$ is contained in unity $\frac{1}{3}$ times, in $\frac{2}{3}$ it will be contained $\frac{2}{3} \times \frac{1}{3}$ times, which is $\frac{2}{9}$. Hence, rule—Invert the divisor and multiply the dividend.

3. $85\% - 75\% = 10\%$, gain,
 $10\% + 75 = 13\frac{1}{3}\%$ = his rate of gain.

4. By proportion, $3\frac{2}{3} : 2\frac{1}{4} :: \$2.80 : \$2.10$. Ans.

5. $\frac{1}{4}\%$ of $\$900 = \6.75 = 1st commission;
 $\$900 - \$6.75 = \$893.25$ = proceeds;
 $\$893.25 + 1.00\frac{1}{4} = \886.60 = cost of sugar;
 $\$900 - \$886.60 = \$13.40$ = total commission.

6. $\sqrt[3]{2.985984} = 1.728$.

$\sqrt[3]{2.985984} = 1.44$.

$1.728 - 1.44 = .288$, Ans.

7. A duty is a tax on goods imported from a foreign country. A specific duty is a sum charged upon each yard, gallon, pound, etc., regardless of its value. Advalorem duty is a certain per cent. of the cost of the goods.

Illustration—Find the duty on 500 yds. of broadcloth worth \$6 a yard, on which is charged a specific duty of \$2 a yard and an advalorem duty of 10%.

$500 \times 2 = \$1000$ = specific duty;
 $500 \times 6 \times .10 = \300 = ad valorem duty.
 $\$1000 + \$300 = \$1300$ whole duty.

$$\frac{5 \times 7 \times 15 \times 12 \times 25 \times 10.25}{13.24 \quad 1000} = \$5.605+$$

QUERY AND ANSWER DEPARTMENT.

[This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
Direct all matter for this department to him.]

QUERIES.

433. Is there any way of determining whether a number is divisible by 7, without dividing? A TEACHER.

434. What is the origin of the rooster as the emblem of the Democratic party? J. D. DEHUFF.

435. 5 cubic feet of gold weigh 98.2 times as much as a cubic foot of water; 2 cubic feet of copper weigh 18 times as much as a cubic foot of water: How many cubic inches of water will weigh as much as $\frac{1}{2}$ of a cubic inch of gold? ANON.

436. Solve No. 11, page 19 Ray's New Higher Arithmetic?

D. F. ADAMS.

437. A debt of \$1500 bearing interest at 6% is to be paid in three equal payments, the first is to be paid now and the others in one and two years. Find the payments. F. P. McCoy.

438. Why was Greenland so named? C. P. GIPE.

439. What is the Bras d'Or? ID.

440. It costs 5 cents an acre to fence a square field at 8 cents a rod. How many acres? L. M. NEHER.

ANSWERS.

423. No answer received. Will the proposer please answer?

424. It runs in a northwest direction through the eastern part of N. Carolina, Virginia, eastern Ohio and Lake Erie. It seems to be moving westward. ED.

425. The cup will be in the form of a square pyramid whose sides are equilateral triangles whose sides are 4 inches each.
Then $4^2 - 2^2 = 12$ = square of the altitude of one side,
And $12 - 2^2 = 8$ square of the altitude of the pyramid.
Hence $2\sqrt{2}$ = depth of the cup

$$16 \times 2\sqrt{2}$$

and $\frac{16 \times 2\sqrt{2}}{3} = 15.08494464$ cu. inches the contents.

3

JAS. H. ST. CLAIR.

426. No answer received.

427. Let $66\frac{2}{3}\%$ = pure goods costing $66\frac{2}{3}\%$
then $33\frac{1}{3}\%$ = adulteration costing $26\frac{2}{3}\%$
He assumes to have paid 100% for the whole while they cost only $93\frac{1}{3}\%$
He sells at 110%

$110 - 93\frac{1}{3} = 16\frac{2}{3}\%$ = gain.
 $16\frac{2}{3} + 93\frac{1}{3}\% = .17\frac{2}{3}$ = rate of gain.

L. M. NEHER.

CREDITS.

D. F. Adams, 425; Jas. H. St. Clair, 425-7; Ernest Showalter, 425;
J. D. DeHuff, 419; L. M. Neher, 425-7.

MISCELLANY.

IN INDIANA?

BY EDGAR PACKARD, YOUNG AMERICA, IND.

Sweet Nora, Pat's darling, had come o'er the ocean,
To brighten the home which Pat had prepared,
A shy little creature forever in motion
And always in truth getting more or less scared.

One day in the yard she espied a large turtle,
And screaming quite loudly her Pat came to see;
"Begorrah, a turtle," says Pat, sort o' smilin',
"The murtherin' critter, do kill it," says she.

So Pat got the ax and the beast was divided,
Both carcass and head landed over the wall;
Now Pat to his work went, but Nora kept thinking
And wondering if beasts would not murder them all.

At last she went over to look at the carcass
And murder! the demon was kicking the air.
Her screaming once more brought up Pat from his labor,
To see what again could be causing the scare.

Pat looked at the turtle with puzzled expression;
Then acting most wisely and turning about,
Said, "Nora, me darlint, 'tis plain as your beauty,
The critter is dead but he hain't found it out!"

And tis so with teachers I often hear told of
They kick to perfection and seem to be stout,
As teachers, God bless them, they're dead as a door nail
And worse than all this, they don't find it out.

* * *

CITY SUPERINTENDENT'S CONVENTION.

[The Secretary's report did not arrive in time for the last issue of the JOURNAL. The following resolutions are of general interest:]

The third annual session of the Indiana Association of City and Town Superintendents met in the parlors of the Denison Hotel, Nov. 17, 1892. The meeting was called to order by the President, Supt, J. F. Scull, of Rochester. Resolutions adopted:

WHEREAS, one of our honored members, D. H. Ellison, superintendent of schools at Mitchell, Ind., is a member of the Senate in the next General Assembly, be it

Resolved, That the superintendents here present, and all others who are members of this Association, be requested to at once write to Lieut-Governor-elect Mortimer P. Nye, to ask the appointment of said D. H. Ellison to the chairmanship of the Educational Committee in the Senate for the next meeting of the General Assembly. Owing to his wide experience in educational work, we recognize in Superintendent Ellison a man of sterling worth as chairman of the aforesaid committee.

Resolved, That we commend to the legislative committee the need of some legislation concerning the licensing of teachers whereby ways and means shall be provided to place in the hands of city superintendents the matter as far as relates to city schools.

WHEREAS, Death has called from us an honored friend and co-laborer, Supt. D. Eckley Hunter, of Bloomington, and,

WHEREAS, he has been not only an honored and useful member of this Association, but a prominent and aggressive educator as well, therefore be it

Resolved, That we here publicly acknowledge his valuable services to this Association and to the cause of education in general, his great worth as a superintendent and educational leader, and his helpful, exemplary life, that we commend his professional life as one worthy of the highest praise, and that we sincerely deplore his death.

The resolutions on school book law were adopted by unanimous vote, and are as follows:

Resolved, That the Indiana Association of City and Town Superintendents profess its loyalty and subjection to the law of the state respecting school text-books, while it would ask some modification of the same, looking to the betterment of the schools.

Resolved. That the inflexible nature of the law works much hardship and positive detriment to the schools in towns and cities, from which relief is asked.

Resolved, That the law should be so amended as to permit towns and cities to adopt supplementary school texts in accordance with their necessities, as between the two texts on grammar, under such legal safeguards as the legislature may provide.

Resolved, That provision should be made allowing township trustees and school boards a small commission for handling books, making it possible when the convenience of patrons will be secured, to have the books sold by the dealers.

Resolved, That the law should permit greater latitude to the State Board of Education in the matter of price, to the end that the best books may be secured for the children of the state.

Resolved, That the principle of free text-books should be embodied in the law, at least as a feature optional with school corporations. In support of this, we would refer to the results of experience in many of our states.

The following officers were elected for the ensuing year:

President, R. W. Wood, Aurora; Vice-President, W. H. Sims, Goshen; Secretary, W. S. Almond, Salem; Treasurer, L. H. Jones, Indianapolis.

Executive Committee: Supt. E. H. Butler, Chairman, Rushville;

Supt. W. C. Belman, Hammond; Supt. W. H. Herschman, Delphi; Supt. B. F. Moore, Frankfort; Supt. W. F. Hoffman, Washington; Supt. H. W. Bowers, Winchester; Supt. W. D. Weaver, Marion.

J. F. SCULL, President.

R. W. WOOD, Secretary.

T. F. FITZGIBBON, Ast. Sec.

DELAWARE Co., after several years' rest, re-established a county teachers' association. The meeting was large and enthusiastic.

HENRY Co.—The high school teachers of this county have formed a Round Table. Such an organization ought to result in pleasure and profit.

LAGRANGE COUNTY at its last association had the largest and best meeting in its history. One hundred per cent. of the teachers were present and a large contingent of visitors.

Hiram Hadley, formerly of Indiana, is still President of the New Mexico Agricultural College. His recent report to the Secretary of Agriculture shows the college to be in a prosperous condition.

KOSCIUSKO COUNTY sends a flattering report of its Association. The meeting was unusually large and the interest good. The principal speaker was E. C. Hewett of Illinois, author of Hewitt's Pedagogy. For a first meeting it was a great success.

CASS COUNTY counts its third annual Association the best. Recitation by classes from the Logansport schools added interest and were full of practical suggestions. Hon. D. P. Baldwin who had recently returned from Egypt, gave a most interesting lecture on his travels.

FAIRMOUNT ACADEMY continues to do work of a high order, and deserves the most liberal patronage. The Academy recently met some good fortune. Iredell B. Rush, of Columbia City, recently donated to it a library worth more than \$500. There are hundreds of people all over this country that might do such noble deeds, and thus spread light and happiness, and they themselves not miss the money, and be a thousand times richer in that which makes for life. Elwood O. Ellis is principal of the Academy.

INDIANA UNIVERSITY is in a most prosperous condition. Within the last four years it has doubled its attendance, and the attendance at this time is about one hundred more than at the same time last year. The graduating class next June will number *sventy-seven*. Some new buildings are very much needed. The chapel now used will not seat more than half the students in attendance. The university is a credit to the state, and all good citizens should be proud of it. The new president, John M. Coulter, took up the work where Dr. Jordan left it, and is carrying it forward with increased efficiency.

MCCORDSVILLE. By your request, I send statement of my plan for securing money to purchase Young People's Reading Circle books.

I secured the "Little Wouders" who gave us two elocutionary entertainments allowing us one-half of the receipts. The two entertainments brought in \$61 of which we received \$30.50. This was invested in reading circle books for the various grades. Over 75% of our pupils have read one or more books and before the term closes every pupil in our school will have read at least one book. The young people take hold of the work with a vim and this is especially true where a teacher enters into the work heartily. Our school is in a prosperous condition.

J. W. JAY. .

WABASH COLLEGE. - A year or two ago, David B. Fayerweather left a bequest of \$50,000 to Wabash College. The widow first contested the will, but a compromise was effected, which affected but little the amount left to the college. Word has just been received that now two nieces have brought suit contesting the will, alleging undue influence, etc. The result of the suit cannot be foretold. The college has already received about half the bequest. Last June, Simon Yandes, of Indianapolis, who had already given to Wabash College liberally, proposed to give \$30,000 toward the endowment of another chair, on condition that the friends of the college would raise an equal amount by December 15, 1892. At the expiration of the time \$20,000 had been pledged, and the commissioners of Montgomery county were appealed to, to donate the remaining \$10,000. This was finally voted, to be paid January 15, 1896, PROVIDED, that by that time women should be admitted to the college on equal terms with men. As the whole \$60,000 is dependent upon this last contribution, the "yument in favor of the admission is pretty strong, and the probability is that the "Yandes Chair" will be endowed. The merits of the question, independent of the money inducement, ought to settle the question at once.

PERSONAL.

Miss Lola Moss, formerly of Brazil, is still doing faithful work in the Indian schools at Sacaton, Arizona.

Miss Sadie Montgomery, a tutor in DePauw University, goes to Emporia, Kansas, to take charge of the training school department in the State Normal.

F. J. Young is the new superintendent of Allen County. Mr. Young is well recommended. He takes up an important work, and if he keeps up the high grade of work done by his predecessor, he will deserve much credit.

President Joseph, of the Central Normal College, is now using four type-writers in his office work, each machine being used nearly all the time. This last would speak very well for the school. A very large spring term is insured.

D. H. Ellison, formerly county superintendent, but now superintendent of the Mitchell schools, is also a State Senator. While Mr. Ellison

is in the Senate, J. M. Callahan, of the Mitchell Normal school, will take his place in the school work. By the way, Mr. Ellison is an excellent man, and should be made chairman of the Educational Committee in the Senate.

ADVERTISEMENTS. The reader will notice that most of the advertisements are new and that all have been re-set and re-cast. It always pays to read the advertisements. Only such things are advertised as teachers are supposed to be interested in. Read the advertisements and gain information that will be useful to you.

THE NORTHERN INDIANA NORMAL at Valparaiso, is still on the boom. The attendance has so increased that it became necessary to employ two additional teachers.

BOOK TABLE.

THE FARMER'S GUIDE, published at Huntington, is an excellent farm paper.

ROPP'S COMMERCIAL CALCULATOR has been revised and extended and is the best book of its class on the market. It calculates interest, gives rules for measuring logs, lumber, cribs, wagon-beds, cisterns, hay-mows, etc. Every teacher and farmer should have one.

THE RIVERSIDE LITERATURE SERIES, published by Houghton, Mifflin & Co., contain the best literature at the lowest prices. They include the choicest productions of Hans Anderson, Scudder, Longfellow, Whittier, Hawthorn, etc. Many of the selections are adapted particularly for young people.

STORIES FOR CHILDREN, by Lucretia P. Hale, contains simple lessons in morals, and is designed as a supplementary reader for schools and for use at home. It is adapted to the use of pupils in the third and fourth readers, both in thought and language. It contains 216 pp. Price, 40c. Leach, Shewell & Sanborn. Boston and New York.

AMERICAN YOUNG PEOPLE is a new illustrated monthly magazine the first number of which will appear in January. It will take up the work of furnishing choice reading along the line of American history and literature, and entertaining matter of all kinds for young people and the household. The subscription price will be one dollar a year. The publication office is in Chicago.

SEE HERE.--For three two-cent stamps we will send portraits of Thomas Jefferson, the author of the Declaration of Independence, and Abraham Lincoln, the author of the Emancipation Proclamation, printed on heavy paper and suitable for framing. Along with these we will send twenty-five membership certificates to "Harper's Knights of the Round Table" which give the owner many privileges. Teachers can exert a great influence by distributing these certificates among their pupils and putting them in a way to avail themselves of the many good things which that excellent publishing house, the Harper's, have for all young people.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

B. A. BULLOCK, for several years a teacher, is now manager of a Mercantile Agency, with headquarters in this city. Gentlemen who desire to change from teaching to a more profitable occupation will do well to address B. A. Bullock, General Manager, Indianapolis, Ind. 10-tf

THE GREAT NORTHWESTERN HOTEL for the accomodation of visitors to the World's Columbian Exposition Chicago, Ill. Advantages afforded to members: New hotel near grounds, reduced rates, easy payments, Easy walking distance from the grounds, enabling persons who are fatigued to easily reach their rooms, the privilege of occupying rooms at any time by giving ten days notice. Terms—A membership ticket for \$2 will entitle the holder to the rate of \$1 a day providing such member secure 10 days privileges paying for the same on or before Feb. 1st, 1893. Upon receipt of above payment a certificate will be issued guaranteeing the above privileges. Location is on Madison ave. and 68th streets, three blocks from 67th street entrance to the grounds. Hotel will accomodate one thousand people and will be run on the European plan by a landlord of long experience, prices for meals guaranteed to be moderate. The Great Northwestern will be first-class in every way with all modern accommodations. It is especially intended to make this hotel a pleasant headquarters for Indiana teachers and their friends, and they are rapidly securing memberships. Only one-fourth the capacity of the hotel will be sold. Rates to other than members will be \$2 per day.

References: Editor of SCHOOL JOURNAL; L. H. Jones, Supt. of Public Schools; G. W. Hufford, Principal of High School No. 1; M. E. Vinton & Co.; Charles Martindale, Atty.; R. O. Hawkins, Atty.; Rough Notes Insurance Journal; A. M. Sweeney, Reporter of Supreme Court; Fletcher's Bank., all of Indianapolis.

For further information address Edgar J. Foster, Gen. Agt. for Ind., 25 East Market St., Indianapolis, Ind. 1-1t

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INDIANA STATE TEACHERS' ASSOCIATION.

The XXXIXTH annual session of the Indiana State Teachers' Association was held in Plymouth Church, Indianapolis, Indiana, Dec. 27, 28, 29, 1892.

In the absence of the retiring President, E. A. Bryan, the meeting was called to order by Vice-President H. W. Monical, on the evening of Dec. 27, and the audience listened to a strong and interesting address by the incoming President, J. N. Study, Superintendent Public Schools, Richmond, Indiana.

TEACHING AS A PROFESSION.

Teaching is not only a profession—it is the profession of professions—and it demands a more thorough education and a greater adaptability than any other. It demands a special study of the human mind, a complete education and a certain knowledge of human nature. The profession of a teacher has always been one of the most honorable, and in ancient Athens there were no men more highly honored than the public instructors.

In speaking of the influence of the church upon the public education, Mr. Study said:

The convent was long a barrier to free study and certainly hindered the march of education, and it is only recently that the effect of the

clerical influence in the educational system has been lessened. The teacher in the olden time was the servant of the church and at the command of the preacher, but that time has passed and the era of the secular school has come. The next quarter of a century will be strewn with the wrecks of educational institutions, that can give no reason for their existence save that of the support of some theological doctrine. The segregation of the school from the church has given the teachers gigantic studies in the field of universal knowledge. The educational profession has not yet come to the fullness to which it must come before the problem of universal education can be solved.

The youth from college may make a good teacher after awhile, but it will be with a waste of material and a rank injustice to the young intrusted to his care that he will come to be fit for the higher branches of teaching. The teaching force of the state is made up of those who follow teaching as a merely temporary occupation, for no man can be expected to give up his life to a work that pays less than the Homestead men were getting when they struck for higher wages.

The address insisted that the standard of admission into the teacher's position should be raised and the tenure made more secure by prohibiting removals except for cause. His argument was that the best interests of the public demand a system of schools taught by a stable corps of trained professional teachers, something that we do not now have; that such a corps of teachers could not be had under the present system of admission to the teacher's position, nor could such a corps of teachers be established with the present drift out of the profession.

In considering the cause of this drift the question of wages came in. The thought was that the material rewards are too small to hold in the profession many of those who should be held, as he who can succeed well as a teacher can almost invariably succeed in other things which pay better.

The teacher's calling is worse paid than most other professions—the ministry and literature, perhaps, excepted, and offers no such great prizes as both of these offer. The head cutter of a ready-made clothing manufactory is paid more than a university president. The last biennial report of the State Superintendent shows the average yearly salary of men in the schools of the cities of the State to be \$630, of women, \$453.60. The State at large, including cities, towns and townships, shows annual salaries of men to average \$288.60, of women,

\$261.30. The reasons for this small pay awarded the teachers are—first, the general indifference of the public to the fact that unskilled teaching is a greater economical waste than unskilled labor in any handicraft or business enterprise; second, the fact that where salaries are paid to public officials they, as a rule, are by no means adequate, or graded with any reference to the true value of the service to be rendered. The public is prone to be niggardly in salaries, but lavish in fee lists—as evidenced by the salaries paid judges in comparison with the incomes of the officials of the courts over which they preside. This general tendency to keep salaries down is adverse to a fair compensation for the teacher. The small and struggling college, financially weak, unable to pay just compensation to its teachers exerts, also, a depreciatory influence upon educational values.

The competition of woman has tended to keep down educational compensations. From the point where woman was considered entirely unfit to teach at all, the pendulum of public opinion has swung almost to the extremity of its arc. Men have been gradually driven out of the grades of our public school work until they now are found scarcely anywhere, save in the supervisory and High School forces of cities and towns, and in diminishing numbers in the district schools.

That woman can teach and teach well, no one can deny, or can wish to deny. The coming into the schools of the gifted women who have adorned the school-room in years past, and who adorn it now, has been to the great and lasting advantage of the schools. But the public schools should not be taught entirely by women, no more than they should be taught entirely by men, and it has not been to the advantage of the schools that they should be so nearly deprived of the services of competent men as teachers.

If the change had been made entirely in the spirit of chivalry, or because competent men were not to be found, it could not be so justly censured, but the displacing of men has been too much because women would work for lower wages than men. It has been too much a matter of money, a competition in which woman has been arrayed against man, and woman against woman to the end that men have given way and women have filled their places. This competition has not been a competition of more merit but of less money. So far as I have observed wherever it has been loudly proclaimed that no difference would or should be made between the pay of men and women in the school, women's pay has not been raised to the level of pay needed to keep men, but salaries rather have been scaled down to the level of woman's wages.

This competition is not only injurious to the schools in driving from them competent teachers, but women themselves who are superior teachers suffer most keenly under the present system of admission into the teacher's office from the competition of the untrained masses of women, who eagerly seek places for temporary employment, with no intention of remaining in the schools longer than until marriage

shall give them a happy release from school-room duties. It is a most cruel competition, for women cannot turn so readily to more remunerative employment as can men, and must submit to it patiently and uncomplainingly for the pittance for which the young and inexperienced girl may be willing to work.

Whether or not, as long as our present social arrangements exist, as long as man must be bread-winner for wife and children, and bear the burdens of society, there will be, or ought to be, an equality between the pay of man and woman, is a question that need not here be discussed.

I hope I shall not be misunderstood. Twenty-one years of supervisory work has taught me too much of the noble qualities of heart and mind of the women who are in the schools, too much of their conscientious work, devotion to duty, loyal submission to authority, readiness in carrying out all plans for the improvement of the schools, their anxious care for the mental and moral welfare of those committed to their care, for me to speak in slighting terms of woman's work in the public schools or of woman as an educational factor, but as long as the teaching force of the public schools is so largely made up of women as it now is, it cannot and ought not to be that stable force which alone can give the best educational results.

He spoke of the life of teachers in other countries and the manner in which they were provided, and in conclusion said:

Looking toward the future I can see our schools filled with teachers who will be permanent and who can work with minds easy as to their tenure of office and who will receive fair compensation as compared with other professions. Knowing that their profession is most honorable and gives chances for a brilliant future they will help and persuade young men to educate and fit themselves to become instructors of the public.

The resignation of Mrs. Anna E. Lemon, Recording Secretary, was read by W. A. Bell, Indianapolis, and its acceptance followed by some complimentary remarks as to her efficient service in the capacity of Secretary, and expressions of regret that she should be unable to continue the duties of that office. On motion of M. Seiler, Miss Adelaide Baylor, Wabash, was appointed Recording Secretary for the session.

The President announced committees as follows:

On Reading Circle Board—N. C. Johnson, R. A. Ogg, S. E. Harwood, F. A. Cotton and J. H. Gardner.

On Resolutions—R. I. Hamilton, Oscar Baker, Quittman Jackson, J. A. Zeller and W. F. L. Sanders.

On Legislation—State Supt. Vories, J. N. Study, J. W. Layne, J. O. Lewellen and L. H. Jones.

On the Propriety of securing Headquarters for Teachers at World's Fair—G. F. Bass, C. W. Osborne and Edward Ayres.

On Teachers and Positions—W. A. Bell, H. G. Woody, and P. P. Stultz.

Some very excellent music was given during the evening by Prof. George Hebble. Adjournment.

THURSDAY, Dec. 28.—The meeting was called to order by President Study. The first paper read was by Supt. Jas. F. Scull, Rochester. The subject, "The Relation of School Training to Good Citizenship." The following is an outline of the paper:

THE RELATION OF SCHOOL TRAINING TO GOOD CITIZENSHIP.

The citizen is a person who owes allegiance to the State and is entitled to reciprocal protection from the State.

The State is supposed to be ready and active at all times in its duty of protection, and the citizen cannot abate one jot of his duty toward the State.

A State is an association of individuals for the maintenance of all the essential rights that can be enforced.

Good citizenship implies good government and the converse. "If the majority of a nation prefer bad government they will have it." In a republic the people are the final source of power and the fountain will not rise higher than the fountain head. The venal voter is a poison at this fountain head. The ideal good citizen is the prop and stay of the ideal State.

The good citizen's duty is measured by what the State gives to him, according to his ability. "To whom much is given, from him much shall be required." To the most helpless citizen is the State's protection due, as fully as to the most powerful; to the poorest as much as to the heaviest tax-payer.

Horace Mann is quoted as saying that: "The theory of our government is not that all men, however unfit, shall be voters, but that every man shall, by the power of reason and a sense of duty, become fit to be a voter. Education must prepare our citizens to become municipal officers, intelligent jurors, honest witnesses, legislators, or competent judges of legislation; in fine, to fill all the manifold relations of life."

The end of nature is the production of man, in the further process of his evolution he is not to become another being, but is forever to advance toward the unattainable infinite, and this through the agency of forces within himself—through education. Intelligence rules. If intelligence be universal, then will universal suffrage reach its highest significance.

If the few be intelligent, yet will intelligence rule. The unintelligent will be led by the demagogue. Intelligence in the voter implies more than the simple ability to read the ballot.

The duty of every American citizen is to make himself an element of good government. He that fails in this duty, deliberately, is both a bad citizen and a bad Christian.

The State regards it so necessary for the citizen to become learned in eight certain studies that it makes their teaching obligatory; but among these eight is not to be found the specific teaching of civic duties, as preparatory to intelligent citizenship. Is the citizen expected to learn them incidentally? Is intelligent citizenship expected to come to him naturally?

How have we fallen away from the thought of the old Dutch colonists! Peter Stuyvesant wrote in 1642: "Nothing is of greater importance than the right early instruction of youth."

The citizen must be taught in morals. Can moral and religious training be separated? Some one has said: "Morals and religion are twin stars—each revolving about the other, each giving light and receiving light from the other, and both at some angles shining as one point of divine light."

Washington said: "Let us with caution indulge the supposition that morality can be maintained without religion." In the only place in the Bible where religion is defined, St. James says: "Pure religion and undefiled before God and the Father is this: To visit the fatherless and widows in their afflictions, and to keep himself unspotted from the world," or, in two words, Charity and Purity.

As before the age of thirteen, over fifty per cent. of the children have finished their formal education, it is necessary that they should have instruction in civic duties and principles, within their comprehension, before they attain that age. Here comes in the duty of the State, if such instruction be within the province of the State, to provide for elementary instruction in the duties and privileges of citizenship. This instruction, if rightly given, will insure a larger and more comprehensive understanding and practice of good citizenship as the subject becomes more mature in judgment. The foreigner coming to our shores needs this instruction before he attains to American citizenship. Citizenship has become too cheap.

To whom does this matter of education belong? Dr. Bonquillon, of the Catholic University of America, says: "Education belongs to the individual—physical and moral—to the family, to the church, to the State; to none of them solely, but to all four combined in harmonious

working, for the reason that man is not an isolated being." The individual cannot educate alone, nor can there be education of the individual without his cooperation. To the best results in everyone's life should come the aid of some strong personality.

As to the home education to citizenship, we may note the relative interest the home and the State may have in the child. During the years of immaturity he is in the home more or less. Up to the age of twelve we may say that he is wholly dependent upon the home. Gradually he throws off this dependence and makes a home for himself. His ties to the old home are completely broken, or, at most, renewed by rare letters or more rare visits. But from his majority till his death the State has a most lively interest in him. As the years go by and he accumulates property his prosperity increases the prosperity of the State. His vote determines the security of the State, his morality fixes its character, his intelligence increases its vigor, his patriotism establishes its prosperity, his care for his children determines its life to coming generations. Clearly the State's interest in the child, sentiment aside, exceeds that of the home, and the right to educate for its use is paramount. The church is a recognized force in education, and has at times assumed its entire direction.

Among the most necessary means for the attainment of the temporal common welfare of the commonwealth is the diffusion of human knowledge. Therefore, civil authority has the right to use the means for such knowledge, that is, teach it, or, rather, to have it taught by capable agents.

Bishop Spaulding concedes the right of the State in education: "To protect itself, the State is compelled to establish schools, and to see that all acquire at least the rudiments of letters." Since the State must educate, therein lies the warrant for the public schools. Everything necessary to constitute good citizenship may, in training, lie within the province of the public school. The public school trains more faithfully than the family or the church the high qualities of punctuality and faithfulness in meeting business obligations. In our public schools is found the best training in obedience and in respect for constituted authority. We do not claim for them perfection. They need trained teachers.

Then, with the trained teacher in the school, and the State exercising its right to see that every child profits by its beneficence, we may see the voter "by the power of reason and sense of duty" casting his ballot; the pure municipal officer, the intelligent juror, the honest witness, the wise legislator, the competent judge of legislation;" in fine, the man to fill all the manifold relations of life"—the ideal good citizen.

A. E. Humke opened the discussion as follows:

We have at present too much cheap citizenship, too much narrow, superficial citizenship, too much of an idea that the State owes the individual support in many or all lines. True, the State owes the

individual protection, but he, in turn, has a duty to the State. There is no objection to placing flags on school buildings and having such a spirit of patriotism manifested, but do not let it stop there, for even a tramp could do that much. Religion should be taught in the schools in such a manner as to show its relation to good citizenship. A good citizen is one who is a good father, good mechanic, good farmer. A man of fine character will be a far better citizen, even if he cannot read the ballot, than one who can read, yet lacks this character. The public schools do this perfecting of character, and an American patriot will give support to such a school. There is one school, the "public school;" one language, the "English Language," and one flag, the "stars and stripes." Unless the school teaches the science of life, it is a failure. Natural science is studied to discover the underlying laws. Mental activity depends on law, as shown by the study of psychology and politics. Moral activity depends on law, as shown by the study of ethics and religion. Teach pupils that they exist under law, and when they fully comprehend this they are rationally free.

President Study made some announcements as to R. R. certificates, meetings of various sections, and after a brief intermission the Committee on Reading Circle Board reported the following, which was adopted:

That Mrs. Emma Mont McRae be retained as a member of the Board; that T. A. Mott, Co. Supt., Wayne Co., succeed Prof. Arnold Tompkins; that C. F. Paterson, Co. Supt. Johnson Co., succeed A. N. Crecraft.

The eighth annual report of the Teachers's Reading Circle, and fourth annual report of the Y. P. R. C. was read by W. H. Elson, President of the R. C. Board of Directors, and was adopted as read.

REPORT ON READING CIRCLES.

In presenting to this Association the eighth annual report of the Teachers' Reading Circle, and the fourth annual report of the Young People's Reading Circle, your Board of Directors are pleased to be able to say that both Circles are in a growing and prosperous condition. Indeed, it is felt that both are marvels of growth and influence, and testify in a most substantial manner to the enterprise and progressive tendency of Indiana teachers. So powerful has been the influence of these circles in the upbuilding of our schools that they have firmly engrafted themselves as permanent features of our educational fabric.

From a membership of a few hundred the first year, the Teachers' Circle has grown to magnificent proportions, and this year shows a membership of ten thousand. The high quality of the reading matter leaves no doubt of its lasting influence on the character of the teacher's work. From its organization it has been the policy of your Board to select only books of approved merit. Good books at all

hazards, good books at reasonable prices, the best books at the lowest possible price at which publishers will allow their books to be quoted, and in this way the high standard of the reading matter submitted has been maintained, and the Indiana Reading Circle has come to be regarded as a sort of synonym for *good books*. There is a business side to the question of prices, which is liable to be overlooked and which amounts to a sort of obstacle in the way of securing the best obtainable prices on books and with which your Board often comes in contact. It is this: The market of Indiana is small, compared to the market of the world, and in the Board's endeavor to secure prices it has found that in view of this larger market, there is a limit below which publishers will not quote. By reason of this fact, the Board has secured from publishers a discount on the sales of books sufficient to meet the necessary expenses of both circles, but the large and rapidly increasing membership gives promise of larger revenue from this source, so that there may come a time when your Board of Directors may call upon you to decide what shall be done with the surplus.

Within the past year or two the Board has increased its efforts and enlarged its field of work, and in return is rejoiced at the unprecedented growth of the Circle. We believe that in point of membership, in influence for good in the upbuilding of school work, in business management, and, in fact, from every point of view, the Indiana Reading Circle will stand most favorably in comparison with the 26 other States in the Union which have R. C. organizations, so that in the exhibit of Reading Circle work at the Columbian Fair next year, we believe Indiana teachers will be justly proud of the grand work which they are doing in this way.

The Young People's Reading Circle is, too, most prosperous. From a membership of two thousand the first year it has grown in four years to a membership of over fifty thousand, and there is little doubt that the enrollment the present year will exceed one hundred thousand. Already twenty-four counties have reported a membership aggregating forty-three thousand, so that a membership of one hundred and twenty-five thousand is within reasonable probabilities of the present year's work. The Board is constantly rejoiced at the gratification which children manifest in the reading of these excellent books, and is assured that so far-reaching a movement gives abundant promise in the influence on their future lives.

No movement has ever been undertaken by Indiana teachers that is so rich in promise as is the Y. P. R. Circle. Much care is required in the selection of suitable books and, as in the Teachers' Circle, the *quality* is of supreme concern. That a book for children should be scientific in its treatment, with a pure action and truly literary style, goes without saying. It must be apparent to every Hoosier that the district school is coming to be the literary center of the neighborhood and that some valuable libraries are coming to be established in them. In spite of Eggleston's *Hoosier Schoolmaster*, Indiana may to-day be

proud of the fact that she has more good choice school libraries in her district than probably any other State in the Union, and to the wisdom and enterprise of this Association of teachers in organizing the Teachers' and Y. P. R. Circles must be given the credit of this promising movement.

C. A. Waldo, Department of Mathematics, De Pauw University, read a paper on the subject

SCHOLARSHIP *vs.* PROFESSIONAL TRAINING.

Scholarship is the result of symmetrical development. Culture training leads to scholarship. Professional training looks to bread winning as its aim. No special study can claim to be the foundation of scholarship but equal emphasis on several groups of studies. Professional training emphasizes some one line of work upon which a livelihood directly depends. The two kinds of training are not mutually exclusive, though one usually dominates the other. It will be discussed from the standpoint of the teacher's ideals.

School life has four periods: first, the grades; second, the high or secondary schools; third, the colleges and some technical schools; fourth, post-graduate work. In the grades all are agreed that there is no place for professional training. The danger here is from the educational machine; the teacher finds it along the line of least resistance to let the machine do the thinking, rather than to develop individuality and perfect ideals,

Next is the high school. The teacher should help the student in a choice of a profession, but professional training cannot seriously begin without great danger of warping the student. Powers of study and concentration are needed, also self-control and thoughtfulness. Just as a student is becoming a man is not the time to cut him off from any of the studies that prepare him for man's estate. Observation also shows that those students are without ordinary limitations in their advancement who make no haste to enter upon their professional studies. The teacher should still hold scholarship ideals.

At the next step all is chaos. Colleges in Indiana are without uniform standards of admission or of advancement toward degrees. A long stride forward for Indiana when the colleges maintain high and uniform conditions.

A college course immensely increases a student's productivity. Only about 25% of the higher education need be in professional lines. The demand for the professional is met by the elective system. The college professor is prone to intense partisanship. He absorbs all the time of the student he can get and filches from the other departments. The great teacher may devote his life to a narrow specialty but if he be truly great he has his roots in humanity and sympathizes with all that develops, ennobles and refines. Scholarship in the end must learn to do some one thing well. This power is due to society. Society demands it and rewards it. But the true teacher never forgets that "life is more than meat and body more than raiment."

If now a teacher has been true to scholarship ideals, the student, when he arrives at his post graduate professional work, will come to think less of the commercial value of that work and more of it as a means through which his beneficent contributions to humanity will be maximum. Scholarship ideals at all times are the duty of the teacher.

An address on the same subject had been assigned to R. G. Boone, Department of Pedagogy, Indiana University, and in his absence his paper was read by Mrs. Boone. The following is an outline:

It was premised that what is called "professional" does not imply disregard of "scholastic" qualifications.

Speaking generally, what is to be taught must be known. He who does not have the facts cannot give them. He who would teach Greek must have Greek. Symbols and signs, names, terms and figures, social forms and conventions may be taught simply as symbols and signs, often by the mere process of telling. For teaching on this plane, information, abundant, accurate and systematic, is of supreme consideration. There is no teaching without it. When instruction means telling, there must be something to tell. The condition is equally binding upon every teacher, of whatever rank, in whatever subject, to whatever age and attainment. The want is not more felt in history than in science; in language than in mathematics. It is particularly needed before elementary classes; it is indispensable in the lecture room. It may be frankly questioned whether in the flush of interest in the new profession for teachers, its advocates have not allowed themselves, not to overrate the value of pedagogical studies, but to minimize the professional advantages even, of an abundant and distinguishing culture. No amount of professional training as such can take the place of the wide acquaintance with the race's thought, this participation in other's culture and achievements and success, this mastery of science and the humanities.

The most radical emphasis farther, put upon "professional" fitness yet concedes the necessary precedence of "academic" fitness. Knowledge must be held as knowledge before its value as an instrument in the hands of the teacher for the culturing of the child appears. An otherwise undisciplined mind may acquire considerable insight into the nature of learning, the laws of thought, and the conditions of growth; but if he be ignorant of the uses of knowledge, or lack the resources incident to personal experience and wide connections, his otherwise accurate conceptions of mind and learning and growth become myopic and partial, and his notions of education distorted. Our perceptions are rich according to the content which our conceptions contribute to our seeing. So the larger the culture brought to bear in any act of teaching, the richer, the more fruitful and accurate the lesson.

The teacher shares with the lawyer, the merchant, the mason, the

miller, the farmer, the statesman, the need to know the principles of his art. Less than this means empirical work only. In this consists the difference between skilled and unskilled labor; between the artist and the artisan. The one knows a way, the other *the way*, or the reason for this preference of ways. Whatever the doing, it may be or become mechanical. It is made intelligent by finding and following its law. If the process be putting an edge on cutlery, building a locomotive, editing a newspaper, preaching a sermon, calculating an eclipse, or teaching the young idea, the principle equally applies.

But the teacher, as compared with most of those mentioned above, is under an added necessity. How to bring back the native interest of the child if it be lost, how to direct it when active, and save it from waste and fruitlessness, is the urgent problem in teaching. But this is the particular view of the school, not the general one of the scholar. It is not meant that scholarship may not make the didactic insight clearer, but that the former may exist without the latter, to the degree that one may be as learned as Scaliger, and be no teacher.

It remains to be said that while the conditions of the problem change somewhat with the age and attainments of the student, the necessity is neither less nor more urgent, that he who would teach (in schools of whatever rank or aim) should comprehend both the general law and the changing conditions. Instruction in college not less than in the elementary school is intelligent and fruitful only as it is directed with foresight and adaptation.

J. A. Zeller, of Lafayette, then read the following resolution, which was adopted by the Association:

WHEREAS, We believe that instruction in vocal music is a potent instrumentality for the physical, intellectual and moral training of youth and,

WHEREAS, The Indiana Music Teachers' Association at its last annual meeting, instructed its Committee on Public Schools to secure if possible, such legislation, as will give legal recognition to such instruction as a branch of our education: therefore,

Resolved, That we endorse the action of the Indiana Music Teachers' Association and earnestly recommend the enactment of a law authorizing Township Trustees, Town Boards and School Commissioners of cities to provide for such instruction and to employ special teachers wherever they may deem necessary.

A motion was carried that a committee of three be appointed to revise the Constitution of the Association, in order to meet the demands of its growth. The committee appointed by the President consisted of the following:

Supt. Layne, Evansville; Supt. Black, Michigan City; Supt. Weaver, Marion.

After some announcements by Chairman Seiler, the meeting adjourned.

EVENING SESSION.—Hon. Andrew S. Draper, Supt. Public Schools, Cleveland, Ohio, delivered a lecture on

THE PUBLIC SCHOOLS AND REAL LIFE.

The great advance of modern improvements in agriculture, in mechanics and in the arts has raised great expectations in the world. Affairs are happening at the other end of the world to-night, the stories of which will be printed and laid on our breakfast table to-morrow. Some years ago the cultivation of grains was the chief industry of the East, but the march of improvement has made it cheaper to buy grain than to raise it. With all this change of industry and increase of business, men themselves have changed. One is overcome by misfortune or accident and has little chance, while another succeeds. Activity quickens the intellect, and growth in electrical science and mechanical improvements have quickened the wits of the people. With all this general progress, new methods in education are essential, for the public school is to prepare people for the battle of life. At present education is in an unsettled condition; the practical is running rampant and theorists are riding hobby horses at the expense of the public, yet good will come out of what is now little better than chaos, for, as the Crusades roused Europe and added to its glory, so will the asking and giving, the thinking and doing, add to the world's intellectual strength.

What is education? "The harmonious development of the whole man, physically, mentally and morally," is the ready answer. Yet a thinking man may ask is that *really education*. A man may understand Latin and Calculus, he may be strong physically and mentally, yet not in harmony with the world. He does not know the way to some of our large cities, is liable to get off a street car on the wrong side and be killed by an electric motor. He wears an old coat because his philosophical mind has soared above clothes and, also, because he has not that which will purchase a new one. A second man may be uneducated, use bad grammar, fill his letters with mistakes, and yet he can build houses, furnish employment to other men, keep the world going and put money to its proper use. His wife looks comfortable and his children grow up sturdy and strong, the best of citizens.

Must we not leave our hide-bound rules when asking which of these two men has the better education? Two women may be compared—the one, a Vassar graduate with grand ideas of reforming the world and a preacher of dress reform, yet who cannot bake a loaf of bread or perform any other essential domestic duties; the other, a woman whose home is her castle, and who makes life cheerful for all her associates, yet occasionally says "who" when "whom" should have been used. Both may go to heaven, but the latter is sure of a front seat.

All education is not to be found in books, and the best definition of

education is the harmonious development of the human powers, or, as Jas. Mills says, "The end of all education is to render each individual an instrument of happiness to himself and to all those with whom he may come in contact." To be a success, education must produce manly men and womanly women, thrifty in business and helpful to others. It will never breed discontent, but will make a man believe in himself; he must help the church, must be ready to lift his hat in the presence of his country's flag, and to fight for it when called upon. Education has come down from the East until now the free school of America is the greatest of all schools. First, the child of experience and necessity, it has finally grown until it is looked up to and respected, and circumstances are such that the headquarters of the world's education will probably be found in the country west of the Mississippi.

The birth of Christ was the greatest educational factor in the world's history, for the Bible became the entertainment of every fire-side. This was one-sided education, but it raised the Universities of Europe and made way for further reformation. After all of these many forms of education in China, India, Africa and Egypt, through the reformation following the Christian Era, it still remains for America in the nineteenth century to evolve a plan of education which enabled a man to make the most of himself without money and without price. While the American free school is imperfect in many respects, both as to its manner of teaching, its teachers and its officers, yet it has a brighter future. Its corner-stone is its generality and that it is obligatory that each township maintain a school in the best possible manner.

Some things ought to be taught more thoroughly in our public schools. The love of country and patriotism; the love of God and the building up of the soul; love of music; love of home; lessons of human kindness. Dr. Rice's article in the Forum has complimented the schools of Indianapolis in a manner that must gladden the hearts of all citizens, not only of that city, but of the entire State. The outlook for Indiana is cheering, and the future lies in a great measure in the hands of the teachers in the schools. The teachers must nerve themselves for the work that is before them and take for their motto: "Look up and not down, look out, not in; look forward, not back; lend a hand," and the results will be abundant and lasting.

The large audience gave close attention during the excellent address, and at its close a vote of thanks was tendered the speaker, and the session adjourned to meet in the parlors of the Denison.

This feature of the Association was a new one. A very pleasant reception was given to members of the Association, in the parlors of the Denison Hotel, by the

management of the house. Light refreshments were served and an opportunity given for meeting the speaker of the evening, as well as becoming better acquainted with fellow-teachers. So the evening session closed, having been one of both pleasure and profit.

THURSDAY, Dec. 29.—The exercises of the morning were opened with prayer by Prin. Funk, New Albany. W. W. Parsons, Prin. State Normal, delivered an address on "Present Tendencies in Education."

[This paper will appear in full in a future issue of the JOURNAL.—ED.]

Supt. L. H. Jones, Indianapolis, opened the discussion of this paper.

It is unpleasant to break the impression which such an excellent paper must make upon its hearers, yet the brevity of time for discussion will produce such a result unless the discussion be a re-statement of the principles developed in the paper, hence, reference will be made to some of the leading principles for the sake of emphasis.

The tendencies of education have been dominated by prior conceptions of the universe, and the theory of education has kept pace with these changing ideals. The Oriental shows us man dominated by nature, hence enslaved by institutions; the Classical shows us progress made in the character of those fundamental conceptions of the Oriental. Then a tendency to free man. When the study of physical environment becomes an entrance to spiritual environment, it has a meaning.

"The Sabbath was made for man, not man for the Sabbath." This emancipation has done much in the department of methods of instruction. The freedom of the individual has not only differentiated studies in course of study, but has brought about laboratory methods of study in history and many other improved methods of teaching. All these good results are brought about as soon as it is understood that institutions are for the service of man, and not man for institutions. School should be as slightly peculiar as is the State, and the work of the school room in all its details carried on in a way broader than mere school room practice. The ideal must first be created and then applied to the details, and the school recognized as an institution created for the use of pupils--not the pupils for the school.

Geo. P. Brown, formerly of Indianapolis, now editor of Illinois School Journal, followed in the discussion of the same paper.

The substance of the paper is valuable because it connects us with the past. An emphasis of what immediately concerns ourselves is desirable. The Greek ideal was individual perfection; the Roman cared

more for the protection of the State. At the present time both of these ideas are in our civilization, and we say the State is the individual and the individual the State. We are the outgrowth of these two ideas. The one, the emphasis of the individual; the other, emphasis of the State. Man must find himself in the State as he finds himself within himself. The very act of becoming a citizen is a man's freedom, for he is born a child of humanity and must find his relation to social life, to himself and to the institutional State in which he lives. Philosophy is seeing what the past means, and looking forward as much as possible on the present movements. Educate for the present, not future, for the meaning of all education is to attach the child to whatever he is a part of.

A recess of five minutes was given, after which Dr. Hailmann, La Porte, gave an address on "A Plea for Industrial Training in the Public Schools."

[This address was not written, and the Secretary depended upon Mr. Hailmann for a synopsis. The Editor regrets that he is unable to wait for the promised synopsis.]

Jas. H. Smart, Pres. Purdue University, opened the discussion of Dr. Hailmann's address.

The subject of manual training is not as yet clearly understood. Millions of dollars are spent annually in this line, yet we do not know where we stand. Many of these schools will prove failures, but the brevity of time for discussion forbids telling why. Others will pass through a process of evolution, but with a great expenditure of money. Who can tell to-day what is meant by manual or industrial training? The speaker and L. H. Jones, Indianapolis, started out to make an investigation of the actual workings of such schools and found one of the institutions in two rooms, everything dirty, and twenty-five or thirty shivering youngsters, with an enthusiastic instructor. After some conversation with the latter, it was discovered that during a trip abroad he had discovered the secret of manual training—the thing to make it succeed. At the urgent request of his guests he ventured to give the secret, *i. e.*, that manual training had a useful purpose back of it, which purpose in his school had seemed to display itself in the production of a lemon-squeezer and a few other articles of a like nature. We cannot expect such institutions to thrive under the management of a man who criticises all others to show that he is the only one who knows what ought to be. This is a subject with regard to which we should ascertain what we know and what we do not know. Mere manual training for dexterity of hand is unworthy a teacher. Manual training should be chiefly education, the major part of our work analysis and not construction. Those who advocate the educational without the commercial fail to do their work. The economic side must not be cried down. So, withal, it is a many-sided, perplexing question and at the same time one of great importance.

Mrs. May Wright Sewall, Girls' Classical School, Indianapolis, continued this discussion.

An interpretation differing from the one given by Dr. Hailmann might be placed upon the article from Dr. Eliot in the Forum. It meant that the student should have correct observation, an ability to state correctly and argue correctly that judgment may be cultivated and applied to life. Home, school, church and State with their objects are mutually dependent - one is modified as the other is modified. The demand for manual training in the school comes from the change civilization has made in the home. When all things were done at home, early in the history of civilization, manual training was a part of the household labors, but later a differentiation took place, and now it is necessary for the school to take up this work.

The church has been modified by this evolution. At first religious training was in the church, but the advance of civilization has forced it upon the homes. The object of all training is the highest development of the individual. First, there must be the full development of the individual in all his parts, and then an application of acquired principles, under judgment to the reasonable conduct of daily life. Specialization takes place too early, before the knowledge of life is broad enough. Are these schools for manual training making for the youth a special or general culture? They are training boys—but what industrial training will the industrial schools provide for girls? Purdue University should answer that question. Every industrial school supported by public funds should answer that question.

Supt. Layne, Evansville, reported for Committee on Revision of Constitution as follows:

Your Committee on the Revision of the Constitution beg leave to report that they would recommend the following changes:

1. That Article II be amended to read as follows: "The officers of this Association shall be a President, six Vice-Presidents, a Recording Secretary, a Permanent Secretary, a Railroad Secretary, and an Executive Committee of seven. The Permanent Secretary and Railroad Secretary may be the same person. All these officers shall be elected as provided in Article XI of this Constitution, and all, except the Permanent Secretary, to serve for a period of one year and until their successors are chosen. The term of office of the Permanent Secretary shall be during the pleasure of the Association."

2. That Section II of Article VII be amended to read as follows: "In preparing the program, the Executive Committee shall provide for one or more half days for separate work in such Sections as the Association may establish at any of its regular meetings, provided, the time assigned for the meetings of such Sections shall not conflict with the sessions of the general Association." [Signed by Com.]

This report was adopted as read. The followi res-

olution offered by Supt. Hamilton, Huntington, was unanimously adopted by the Association:

Resolved, That it is the sense of this Convention that the interests of Public School education in this country demand that the National Bureau of Education remain under the direction of the present able chief, and we respectfully urge upon President-elect Cleveland that Dr. William T. Harris be continued as Commissioner of Education of the United States during the period of his administration.

The Committee on World's Fair gave their report in the form of a motion that the Association make arrangements for the accommodation of its members at the World's Fair, which motion was carried and the work of such preparation handed over to Executive Committee. Adjourned.

1:30 P. M.—The first paper of the afternoon was one by J. R. Starkey, Supt. Public Schools, Martinsville, whose subject was, "Should we have Free Text Books?"

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SHOULD WE HAVE FREE TEXT BOOKS?

If we should have free text books they would have to come in one of two ways. First, the State would have to furnish books for all the pupils; or, second, each community or district would have to furnish books for the children of that community or district.

Should the State furnish the books? It is a question of policy and must be settled by the condition of affairs in the State.

Two things especially must be considered: First, excellence of text books; second, cheapness of text books. Can these two things be secured under a free State system better than under the present system?

The tests of a suitable text book are the following: First, does the book teach correct principles; second, are the principles presented in a methodical way and adapted to the capacity of the pupils of the grade for which the book is intended? Books which cannot stand these tests ought not to be used in the schools. It was the design of the legislature which enacted the present law that the books which should be adopted under the present law should meet these requirements. Some of the books are superior to the books used under the old system. Some of the books are equal to the old and some are inferior. It is evident, however, that excellent books can be obtained under the present system. Books can be secured as cheaply under the present system as under a free system. If the State furnished the books it would have to manufacture them or buy them from publishing houses. The California experiment proves that a State cannot successfully publish its own books.

The State cannot buy more cheaply from publishing houses than a company can. Hence it is evident that the State cannot furnish to pupils better or cheaper books than they now have. There is therefore no advantage in having a State furnish books so far as excellence or cheapness is concerned.

But it is urged that there are other advantages of the Free System:

1. It would take the burden of book buying off the classes who feel the burden most, and thus enable them to keep their children in school for a longer time.
2. It would teach a child to have proper respect for public property.
3. It would economize time at the opening of the school year, as all necessary books could be placed in the hands of pupils on the morning of the first day of school.
4. It would enable a teacher to grade pupils more closely inasmuch as a change of pupils from one grade to another would not necessitate a purchase of new books.

Of these supposed advantages the 1st and 2nd are slight. The benefits are secured to pupils by other means. 3rd and 4th are more important but are not of sufficient importance to warrant the setting aside of the present law for a system of free books furnished by the State.

If it should ever seem expedient to provide free books for the schools, let each community furnish books for its own children.

The following plan was suggested :

1. Let the law provide that no book should be furnished at a higher than the wholesale rate of the publishing house. The rate might be fixed at a per cent. lower than wholesale rate.
2. Let the firms wishing to furnish books, give bond to the State that they will deliver books when ordered within the State at a rate fixed by law.
3. Let the State Superintendent through the County Superintendent furnish to trustees the names of firms that have filed bonds, and the lists of books together with the prices these several firms present for adoption.
4. From such lists let cities, towns and townships select such books as may be best suited to the needs of their respective schools and contract directly with publishing houses for these books.
5. Let the proper authorities lay a tax to purchase the books selected.
6. Let the books be in charge of trustees when not in the care of teachers.
7. Let these books be loaned free of charge to every child attending the public school, provided he shall pay for any injury to the book beyond the ordinary wear and tear. Laws embodying principles similar to these are in operation in some States and are giving satisfaction to school men and school patrons.

Reference was made to reports from Superintendents of Public Instruction from the States of Colorado, Massachusetts, Michigan and New York.

In all these this system was commended.

This paper was discussed by S. E. Harwood, Terre Haute, as follows:

It is not a necessary corollary of free school system that we have free text books. The speaker has suggested several methods by which the books may be supplied, such as control by the State, of a plant for the publication of its own books, or entering the market as a competitor and making purchase—yet these means do not relieve those unable to purchase books any more than now, for the Board will make the necessary provision at any time. There is a value in personal ownership of books, and this spirit of possession ought to be cultivated. The books are better cared for when they are the property of the pupil. Teachers have enough public property to protect, and need to give more care to the use of pencils about school buildings. The increased damage to books arising from the feeling that no one is directly responsible might lead to an increase in the cost of books. There is tendency to contagion, by circulating disease with the books. Free text books are desirable only as they are made the individual property of the pupils. There is a better way of getting at text book troubles than by reducing all to uniformity. The tendency of uniformity is to make machines. The basis for promotion should be more power rather than knowledge of text books.

T. N. James, Prin. High School, Brazil, followed in discussion.

In reply to questions sent to different schools in which the free text book system is employed, many valuable statistics have been received. The replies seemed, uniformly, to favor the use of free text books. Under such a system the enrollment had increased, there was no tendency to make children indifferent because their books were public property. The same book could be used from two to ten years and by from twelve to twenty pupils, showing no more carelessness with public books than with individual property. No contagion had resulted from exchange of books, for this had been avoided by burning such books. Only one-fourth of one per cent. purchase books when they can secure them free. The illiteracy of States would be remedied by the free text book system, which would provide books for poorer classes of children. Books should be furnished by the State and not by the different counties.

Mrs. S. S. Harrell, Committee on Education, read a paper on

REPORT OF PROGRESS IN THE INDIANA EDUCATIONAL EXHIBIT FOR THE COLUMBIAN EXPOSITION.

In accordance with the plans sent out to teachers from time to time, and others laid before the Board of World's Fair Managers, the Committee on Education has made preparations for the Indiana exhibit as rapidly as circumstances would permit. The art exhibit having been

transferred to the Woman's Committee, leaves us the following sections: 1st, the general educational exhibit; 2nd, the general exhibit of the literary achievements of our State; 3rd, an exhibit of benevolent, penal and reformatory institutions. The educational exhibit to consist of the following departments: 1st, a historical department; 2nd, a statistical; 3rd, a work display.

For the purposes of the historical display the Committee has enlisted the co-operation of the County and City Superintendents throughout the State for the purpose of securing photographs, drawings and models of school houses and school appliances from earliest times down to the present, as well as newspaper clippings, documentary evidence and authentic statements by intelligent old people concerning matters of education within the historic period of our State.

In addition to this the Committee has secured the assistance of Supt. D. M. Geeting, of Madison; Prof. Arnold Tompkins, of the State Normal School, and Prof. R. G. Boone, of the State University, in the preparation of monographs, respectively: "The History of School Legislation in our State," "The History of Professional Development among the Teachers of our State," and "The History of School Organization and Courses of Study."

The material for the statistical display has been furnished partly by the State Superintendent of Public Instruction, and partly it has been collected by the Committee through direct appeals to County, City and Town School Superintendents. The exhibit will consist of such matters as may be deemed necessary for a full outline account of the educational work of Indiana, and a number of wall books showing, with the help of other graphic devices, the details of relative development in Indiana school work.

In these plans the various features are arranged in such a way as to present in their organic relations the work appliances and work achievements of our district, town and city schools, as well as of the State institutions, and all other endowed institutions of similar character, and a few private schools that desire to make exhibits. The material will be displayed in such a manner as to show at a glance the relative achievements of Indiana in every department of educational work, from the kindergarten to the university. With few exceptions the County Superintendents of the State have organized their teachers in an effort to make typical displays of the schools of their respective counties. The agent of the Committee has positive assurance of full district school displays from sixty-three counties, and partial assurance from the remainder, with few exceptions. Similar displays are being prepared by cities and towns with such modification as difference of organization, course of study, facilities for work, and other things deemed necessary or desirable. The Committee has positive assurance of full displays from seventy-two cities and towns, and this number may be swelled considerably if partial assurances are realized.

The installation of these exhibits will be attended with considerable

expense, and I assure you that had it not been for the penny fund we would not have been able to present to you these plans with the assurance of carrying them out.

The Committee has secured monograms as follows: Libraries of Indiana, Jacob P. Dunn; The Literary Development of the State and a List of Indiana Writers, J. I. Smith; Literary Societies of Indiana, Mrs. Martha N. McKay. Five hundred and eighty-five publishers, with few exceptions, have expressed a willingness to supply the Committee with twenty-four copies, respectively, of their publications. Another very interesting feature of the literary exhibit will be the display of the teachers' and children's Reading Circle work. In this work Indiana was the pioneer among the States of the Union, and to the present time she has maintained her supremacy in the enterprise. The exhibit will consist of maps, statistical charts, collection of books used and other matter calculated to show the organization and remarkable growth of the work. Another exhibit of much interest will be that of associated literary clubs, Farmers' Reading Circle and the libraries of the State.

The Committee has been delayed and embarrassed in its work owing to delay in the assignment of space, but everything looks favorable now, and the prospects for a representative and creditable exhibit are flattering.

Supt. Hamilton, Chairman of Committee on Resolutions, made the following report, which was adopted:

WHEREAS—An over-ruling Providence has removed from our midst Hon. Barnabas C. Hobbs and Prof. D. Eckley Hunter,

Resolved, That we, as a body, express our profound sorrow at the irreparable loss our Association has sustained; and further,

That we tender to their families our heartfelt sympathy.

Resolved, That we recognize that in the history of our State these pioneers will be remembered as having ranked among its efficient workers in the advancement of educational thought; that much of their labor was given at a time when the cause of education in our State was in its infancy; and that its present advanced position is due in a great measure to their efforts.

WHEREAS—Mrs. Anna E. H. Lemon, on account of her removal from the State, has resigned her position as Recording Secretary of this Association,

Resolved, That we, as a body, express the great regret we feel at the loss of this faithful, efficient officer; that we tender to her the high regard we hold for her, not only as an officer of the Association, but as a lady in the truest sense of the term; and that we hope she may win the fullest measure of success in her new field of work, in our sister State of Illinois.

By motion, a vote of thanks was tendered the management of the Denison Hotel for courtesy shown the

teachers during this meeting of the Association. Also a vote of thanks to D. H. Baldwin & Co. for use of piano.

The Committee on Nomination of Officers reported as follows:

President, L. O. Dale, Wabash; Permanent Secretary and Treasurer, J. R. Hart, Union City; Recording Secretary, Miss Anna Suter, Aurora.

Vice-Presidents: 1st District, J. H. Edwards, Princeton; 3rd, J. P. Funk, New Albany; 5th W. J. Williams, Franklin; 7th, E. D. Allen; 9th, J. F. Haines, Noblesville; 11th, Miss Etta Foltz; 13th, Miss Olive Battman.

Executive Committee: Chairman, A. E. Humke, Vincennes. 2nd District, W. F. Hoffman, Washington; 4th, A. J. Houston; 6th, J. O. Lewellyn, Muncie; 8th, W. A. Marlow, Terre Haute; 10th, A. H. Douglass, Logansport; 12th, E. G. Machan. Railroad Secretary, J. R. Hart, Union City.

By motion carried in the Association, the name of J. R. Hart was substituted for that of J. C. Trent, as first suggested by Committee.

The following telegram was read by Prof. Seiler, Chairman of Executive Committee:

To W. N. Hailmann, State Teachers' Association:

Chicago members of National Association will find places of entertainment for other members next July. Indiana's quota three hundred assured.

[Signed] A. G. Lane.

TREASURER'S REPORT.

James R. Hart, Treasurer, in account with I. S. T. Association.

Jan. 1, 1892.	To cash on hand	\$150 23
Dec. 27-29, 1892.	Cash received from members	201 50
Dec. 28, 1892.	Cash from sale of lecture tickets.....	17 00
Dec. 29, 1892.	Cash from Denison Hotel	80 00
		<hr/>
		\$448 73

March 14, 1892. By cash paid Nora E. Hunter.

Amt. due D. Eckley Hunter for services.....	voucher 1,	\$ 18 55
By cash paid W. B. Burford, printing.....	" 2,	7 50
" " W. A. Bell for express.....	" 3,	50
" " D. C. Arthur, Ass't Sec'y	" 4,	5 00
" " Nora E. Hunter, Ass't. Sec'y.....	" 5,	5 00
" " J. R. Hart, postage, express, printing and Central Traffic Association...	" 6,	26 73
" " Executive Committee.....	" 7,	93 15
" " Andrew S. Draper.....	" 8,	100 00

"	"	J. R. Hart, R. R. Agt. per Sec'y	"	9,	25	00
"	"	Plymouth Church.....	"	10,	80	00
"	"	Adelaide Baylor, Cor. Sec'y	"	11,	7	00
"	"	Denison Hotel, exp. Andrew Draper,	"		5	25
						<hr/>
					\$373	68
		Balance on hand.....			75	05
						<hr/>
					\$448	73

Number enrolled, 353,

JAS. R. HART,
Per. Sec'y and Treas. I. S. T. A.

The report of the Legislative Committee was then read by the Chairman, State Supt. Vories, and was adopted as read:

Your committee on Legislation beg leave to submit the following report:

Resolved, (1), That it is the sense of this body that it was a wise provision to put the making of our school system in the hands of the legislature; for, as a result, we have a school system which is the pride of our State. We wish specially to emphasize and commend some of its leading features.

2. That we heartily indorse the wisdom of the legislative provision which constituted our State Board of Education. It has accomplished great results for the schools of our State; but we would respectfully recommend that the legislature increase the membership of the Board by the addition of three County Superintendents.

3. That we heartily indorse the law which constituted the County Superintendency. The County Superintendency is one of the greatest factors in our school system. It has directed our revenues and the teaching energy so wisely and so profitably that our district schools have almost, if not entirely, reached the efficiency of our town and city schools. We learn with regret that some of our County Superintendents are not properly provided with office and the necessary office expenses to conduct the school affairs of the county in such a way as to get the best results for our schools. It is the sense of this body and it is especially requested that County Commissioners should discriminate between economy and parsimony in dealing with public school questions. County Superintendents should not be hampered in the work of conducting the schools by lack of necessary means.

4. That we earnestly recommend the enactment of a more stringent enumeration law.

5. That we heartily indorse the School Book Law of our State. We recognize that it is a factor in our school system which has accomplished great good to our schools and to our people. Recognizing the wisdom of the measure as we do, we would respectfully recommend certain amendments to the end that the law may remain on our statutes

and that it may produce still more beneficial results to our school system—such as enlarging the powers of the State Board to the end that the books may be so revised as to cover all the ground of a subject, or the addition of other necessary books.

6. That we recommend the enactment of a Township School Library Law for the State.

7. That we favor amending the exemption license law so as to make the exemption license issuable on a three years' license only, and subject to the same legal limitations as the other county licenses.

8. That we favor the enactment of a law, authorizing city school Boards of cities of 10,000 inhabitants or more, to examine and issue certificates to their teachers.

9. That we, recognizing that the greatest need of our schools is more trained teachers, urge the necessity of increased facilities for State Normal School training.

10. That Section 4427 be so amended as to provide that the County examinations shall be held only in the months of January, March, April, May, June, August and September.

Hervey D. Vories, Chairman; T. A. Mott, Secretary; L. H. Jones, J. W. Layne, J. O. Lewellen, J. C. Black, W. R. Snyder, J. N. Study, J. P. Dunn, J. W. Carr, T. O. Dale.

The Association was then declared adjourned.

J. N. STUDY, Pres. ADELAIDE BAYLOR, Sec.

SCHOOL OFFICERS SECTION.

The third annual session of the School Officers' State Association met in the Agricultural Room of the State House, December 27, 1892.

The meeting was called to order by the President, S. N. Gold, of Indianapolis. The first subject, "Trustees' Visits to Schools," was presented by Trustees W. T. Wheeler, of Noblesville, and J. J. Schindler, of Mishawaka.

"Township Libraries" was given by R. A. Brown, Franklin. Discussion by Frank Porter, Logansport, T. A. Mott, Wayne County and J. J. Mills, Earlham College. "School Supplies" by D. W. Peffley, South Bend. Discussion by S. N. Gold, Indianapolis; Robert A. Brown, Franklin; J. O. Lewellen, Delaware County; F. A. Cotton, Henry County, and E. A. Hutchins, Hamilton County. "Indiana Schools at the World's Fair," by James Jackson, Logansport, and W. T. Wheeler, Noblesville.

The following resolutions were adopted :

Resolved, That it be the sense of this body of school officers that the establishment of township libraries, purchased either from the special school fund or from a special library tax is highly desirable, and such libraries should be placed in the district schools under the custody of the Township Trustee.

Resolved. That the Legislature be requested to increase the facilities of the State Normal School, but not to do it out of the State appropriation for public schools.

The following officers were elected for the ensuing year:

President, J. S. Jarvis, Brownsville; Vice-Presidents, R. A. Brown, Franklin, and Henry Devany, Ekin; Secretary, Matthew J. Wagle, New Augusta; Executive Committee, S. N. Gold, Indianapolis; W. C. Thomas, Royal Center; Jas. Jackson, Logansport.

S. N. GOLD, Pres.

A. E. JESSUP, Sec.

MATHEMATICAL SECTION.

A joint meeting of the professors and teachers of mathematics in the various colleges and High Schools of the State, convened at 1:30 P. M. on Thursday, Dec. 27, with Dr. Eddy, of Rose Polytechnic, in the chair. J. C. Trent, of the Indianapolis High School, chairman of the committee, appointed last year to perfect the organization of the Mathematical Section, reported Articles of Association, which were adopted. Thus was inaugurated the first union between college and High School instructors for professional conference.

Prof. C. A. Waldo, of DePauw, was elected President; Prof. S. C. Davidson, of Indiana University, Vice-President, and Amelia Waring Platter, of the Indianapolis High School, Secretary.

As Prof. A. S. Hathaway, of Rose Polytechnic, was not able to be present, Dr. Eddy read his paper. The discussion of this paper was followed by a Round Table Talk on four subjects. Prof. D. Studley, of Wabash, led the first discussion on "Certificate *vs.* Examination

for Entrance to Colleges." Miss Platter, of Indianapolis High School, led the second on "What shall be the Age and the Arithmetical Preparation for Algebra?" O. L. Kelso, of the Richmond High School, led the third on "Teaching Geometry With and Without a Text-book." In the absence of Prof. M. C. Stephens, Prof. T. G. Alford, of Purdue, led the fourth on "Suggestions as to Ways of Mutual Helpfulness among Teachers of Higher and Lower Grades."

The Committee on Nominations reported the following officers for next year, who were elected:

O. L. Kelso, of Richmond High School, President; D. Studley, of Wabash, Vice-President; Amelia Waring Platter, of the Indianapolis High School, Secretary. Executive Committee, T. G. Alford, of Purdue, Chairman; J. C. Trent, of Indianapolis High School; J. N. Spangler, of Rockville High School.

As the honors and labors of this section are to be divided between the colleges and High Schools, it is requested that all teachers of mathematics in the State send their addresses to the Secretary.

AMELIA WARING PLATTER, Sec.

COUNTY SUPERINTENDENTS' STATE CONVENTION.

WEDNESDAY, Dec. 28, 2 P. M.—The Convention was called to order by Supt. Quitman Jackson, President. The first paper was read by C. F. Patterson, County Supt. Johnson Co., and had for its subject "Licensing Teachers." He believed the Indiana scheme to be based on sound principles—its application can be improved. The questions should not be technical, but should be such as will test the applicant's acquaintance with the underlying principles of educational processes. There is no need for a monthly examination—it might be bi-monthly or quarterly. The State Board of Education should provide for a uniform examination for High School and special teachers. The renewal license should be granted

to those holding a 36 months' license and be subject to revocation for cause. The paper was discussed by J. O. Lewellyn and E. A. Hutchens.

W. N. Hailmann, of La Porte, State agent, discussed the present status of the educational exhibit from this State. He said that ample space was now assured for an exhibit, and that he was ready to receive work to be prepared for installation.

Co. Supt. Vinzant, Parke Co., said the State Normal faculty had advised that no attempt be made to make an exhibit of the school work because the real workings of the school could not be shown in that way, and, for his part, he believed that the faculty was right.

Co. Supt. Osborne, of Union Co., believed that the State Normal had done an injury to the cause of education by its lukewarmness in the matter. He did not believe in having a system so fine and theoretical that it could not be shown.

The Thursday session was a purely business session. The Committee on Constitution and By-Laws asked and was given further time. The Committee on Legislation made substantially the same report as that adopted by the State Teachers' Association.

HIGH SCHOOL SECTION.

DEC. 28, 1:30 P. M.—Session called to order by President Mrs. Emogene Mower, and the Committee on nomination of Officers for the session of '93 appointed, consisting of Mr. Frank Axtel, of Washington; Miss Wagner, of Elkhart, and W. A. Marlow, of Terre Haute.

Wilber A. Fisher, of Richmond High School, introduced and read a paper on "The Inductive Method of Teaching Science in the High School." Paper briefly discussed by P. V. Voris, of Fowler.

Association then listened to a paper by Will Featherngill, of Franklin High School, followed by a paper by Geo. F. Bass, on "Preparation for Efficient High School Work." W. E. Henry, of Ind. University, then read a paper on "English Literature in Commissioned High Schools," after which the idea of making more practical our High School course was discussed by Prof. Paul Monroe, of Martinsville High School; J. P. Funk, New Albany; Prof. W. D. Weaver, Supt. Marion, and E. A. Remy, of Tipton.

After the announcement of a meeting of the alumni of the Terre Haute Normal, the report of the committee on nomination of officers was heard and adopted. Officers: Pres., Robt. Spears, Evansville; Sec., Emma Butler, Rochester. Executive committee, S. B. McCracken, Elkhart; Miss Wedder Foultz, Peru; D. T. Wier, Bloomington. Adjourned.

MRS. EMOGENE MOWRER, Pres. H. W. MONICAL, Sec.

COUNTRY AND VILLAGE SECTION.

Country and Village Section of the Indiana State Teachers' Association met in Plymouth Church of Indianapolis, December 28, at 2 p. m. The President, Quitman Jackson, of Greenfield, Ind., being absent, the meeting was presided over by the vice-president, Chas. A. Cale. The secretary being absent, Miss Laura Dobson, of Brownsburg, was appointed by the chair.

J. A. C. Dobson, of Brownsburg, read an interesting paper on "Educational Progress." He began with the education of olden times and traced it up to the present, emphasizing the advancement of women with that of education. A discussion was to follow by B. F. Wissler, Hagerstown; E. O. Ellis, Fairmount and J. J. Lewis, Pendleton. Each of these was absent.

"Written Examinations" by Christian Danielson, Bloomfield, Ind. He gave several effects of written examinations, and thought that the bi-monthly examination questions were not suited to all children, as an examination is an actual test of what the child knows and not what he is supposed to know. J. H. Voris, of Poseyville, was absent and Sallie V. Brown, of Gosport, Ind., opened the discussion. She gave many favorable and unfavorable points on written examinations as a basis for promotion. Messrs. O.B. Hultz, Herring, Matthews, Steininger, Landis and Harris took part in the discussion. It seems to be the opinion of the majority that the evils of the formal written examinations are greater than the benefits.

"Music in the District Schools"—J. V. Zartman, Worthington, Ind. He spoke of the influence of music on the school by creating interest, energy and making it more easily governed. The high end is found in the influence on the life and character of the child. F. C. Cotton, New Castle, Ind.; Mrs. F. L. Harris, Dublin, Ind., were not present. Messrs. Butler, Studebaker, Herring Danielson and Zeller took part in the general discussion. A resolution which had been passed by the Indiana Music Teachers Association was adopted by this Section. This authorized school authorities to take legal steps towards the teaching of music in our common schools.

A nominating committee was appointed consisting of Messrs. Zartman, Butler, Shauck, Butler, Studebaker and Miss Brown.

The meeting adjourned at 4 p. m.

The second session met Thursday at 2 p. m. The nominating committee reported as follows: Pres., W. W. Black, Carroll Co.; Vice-pres., Henry Moore, Green Co., Sec., Miss Zella White; Executive committee, J. M.

Ashby, Hamilton Co., D. W. Anderson, Tippecanoe Co.; Geo. R. Wilson, Supt. of Dubois Co., F. M. Lyon, Supt. Putnam Co., Margaret M. Howland, Marion Co. This report being accepted the regular program was taken up.

E. W. Kemp was absent, but George F. Bass of Indianapolis, read his paper, "Seventh and Eighth Year's Work in History." He emphasized the idea that the teacher should select and teach those facts that will make the child know and feel the life of the people he is studying, as manifested by the State, business, church society and school. The facts should not taught as isolated, but as related.

Lee O. Harris, of Greenfield, read an interesting paper on "The old and the New." He called the human family "fetich worshippers," of which there are two kinds, the old and the new. The old see nothing but the past, the new nothing but the present, forgetting that the present is an outgrowth of the past and the future of the present, hence the natural dependence of ages. This was discussed in an able manner by J. L. Shauck, of Rushville.

Miss Adelaide Baylor, of Wabash, read a paper on "Reading Circle Work in its Relation to the World's Fair." This was not discussed as time did not permit.

LAURA DOBSON, Sec.

C. A. CALE, Pres.

PRIMARY DEPARTMENT.

[This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.]

PRIMARY HISTORY.

The great question for the primary teacher in history is not "*How* shall I teach?" but "*What* shall I teach?" When she has decided on what should be taught, she has

decided upon the essential elements of all history work, primary, intermediate and advanced.

The great thing in the study of history, which immediately faces us is the event; it is the external, objective fact or reality. Jamestown was settled in 1607; Plymouth Rock in 1620; Navigation Acts were passed in 1651; the Revolutionary War was formally closed in 1783; the Missouri compromise was effected in 1820; the Civil War was opened in 1861; the Central Pacific Railroad was completed in 1869; the Panama Canal affair has been before us from 1881 to the present. These are the elements which text books frequently bring together chronologically and call history, but do these, and these only, constitute the material with which the historian has to deal?

Each of these events in itself is a small thing compared with the whole undertone of thought and feeling of which it is the expression. Back of the external facts of the settlements at Jamestown and Plymouth Rock was a spirit of uneasiness, unrest and dissatisfaction. Back of the Navigation Acts were the irritation felt by Great Britain and the agricultural and manufacturing growth of the colonies. Back of the union of the four small, weak colonies in 1643, for protection against the Indians was the very idea that afterward gave to the world a new nation and developed into a strong centralized form of government. Each event is but the outward manifestation or expression of dissatisfaction with some existing condition and the struggle or conflict that is being made to reach something felt and believed to be better. The event is but a symbol, a sign of some hidden meaning; it is a form that must be translated into thought.

It is necessary for one to feel that he is a part of humanity, and the struggle he is making to reach some

desired end is typical of the struggle of the human race. This dissatisfaction with existing conditions, this universal conflict, found wherever spirit is found trying to realize itself, this supreme effort which man, both as an individual and as a race, is making to achieve what he feels to be his highest destiny—this is the thing with which history deals. The fundamental idea in the study of history is not the event, it is growth, development.

In order to appreciate more fully this growth it is necessary to find what lines it has followed. In comparing the settlers of 1607 and 1610 with the nation to-day, it requires very little thought to see the advancement along lines of religion, business, social life, education and government. Thought crystallizes itself in these five forms each having many phases and all five so closely related that it is almost impossible to affect one without affecting the others. It may probably be the function of the historian to show more fully the growth in the line of government than in the others, but it should not be done to such an extent that that relation is magnified out of its proper relative importance. But more will be said on this point later.

What, then, is the place of the event in the study of history? It should be mastered thoroughly in itself and then viewed as to just what it reveals of growth in the five institutional lines. It should be the attempt to see how the people thought and felt on religion, education, social life, business and government as herein revealed; in which of these lines it seems to reveal the most and just what particular phase or trend of growth in this special line. Take, for example, the Missouri Compromise. The first thing is to master the facts of the Compromise in itself, as its time, relation, its provisions, the party in favor, the party opposed, etc.; then what it

reveals in each of the five lines of growth; third, in which of these lines it reveals the most. It certainly reveals most in the governmental line. Then the question is, "What is the peculiar phase of governmental thought it shows?" What does it show of a strong central government? What of the opposite? Does it show anything as to the feeling in regard to the constitution? Did this compromise have any effect upon further slave legislation? What kind of feeling did it cause in the two sections? And many other questions are pertinent here.

If one were studying a man as Roger Williams, Henry Clay or Abraham Lincoln, the questions in the main are the same. These men are to be viewed as an event is viewed—what they indicate of the growth in the five-fold life of the people and also how they, in turn, affect this life. Men and events are keys to the whole line of growth up to the present. This point is also not to be overlooked, that in the study of men there are ideals, more or less perfect, in every phase of life, and a good teacher leads the pupils to look upon them as such. The man or the event is taught for the sake of the boy or girl and not for the sake of the man or event. The pupil's standard of right and wrong and duty should be purified and reinforced, made broader and better by seeing men and women who have stood out boldly for some definite principle in human growth.

Then, too, in the study of history it is to see there are different historical units; that is, this growth or development may be found in three phases. The whole five-fold institutional life is embodied in each individual man and woman, boy and girl. The child from his first hour of life has been surrounded by all and before he comes into school he consciously participates in all of these. (There

may be exceptions, but I have in mind the average child under the average conditions.) In the home, he comes face to face with the family—one phase of social life—and visiting, philanthropy, etc., etc., other phases of the same thing. He knows something about work of different kinds, his father's business, buying and selling, etc., all of which are phases of the institution of business. He knows something of Sunday-school and churches, right and wrong—phases of the religious idea. He probably knows a little of some of the officers of the law, arrests and punishments; he certainly knows of the government in the family and the penalty attached to a breach of it. This is the governmental or state side of his life. And all his little efforts to find out the meaning of things he meets, his memorizing of little poems and his ideas of school itself help to make up his institution called education. The child's education simply consists in rationalizing him along these five lines. His life is made up of the struggle to reach ideals in these five different phases. His life in itself is a complete historical unit of the simplest kind. Thus biography treats an historical unit, the least complex one. Then the community is another complete embodiment of growth in these five lines. Our own home community is an example of it; so is the colony of Pilgrims or of the Quakers; the Norwegian or Swedish settlements in Minnesota and Illinois. These are historical units more complex than the individual but not so complex as the last one, the nation itself which needs no comment as an historical unit.

This may not seem like primary history but let it here be urged again that the primary teacher must see the whole subject to do the best work. If she sees but little further than the one or two years she has to teach she

cannot make her work fit into the ideal scheme of education. She must be able to select and emphasize her facts in the light of the completed whole. In the next article it shall be the attempt to speak especially of the history work as adapted to the lower grades in the light of the few general principles stated in this article.

LANGUAGE WORK.

The four main purposes of language work, as previously stated, are to increase the child's vocabulary; to give him better ideas of style; to give him somewhat of an insight into the great fact that is fundamental to grammar that the *use* of expressions in a sentence is determined by the meaning; and finally to give the child some readiness and facility in making accurate discriminations both in his sense, observations and thinking and then to express them as accurately as they are seen.

The nature of the first two purposes and some devices that may be used to reach them were discussed in the preceding JOURNAL and it shall now be the attempt to make clear the nature of the last two and some devices appropriate to the third.

The third purpose as stated is, that primary language work should start the child on this great fact, that the *use* of an expression is determined by the meaning. The child may be able to repeat glibly that such words as Washington, Grant, New York, etc. are nouns, but when he reads about the "Washington Monument" or the "Armour gift" he must see that it is the *meaning* back of it that determines its use. One step in this is that when he writes his little compositions he shall see clearly just what he wishes to say and then put it into such language that there is no mistaking his meaning.

Without thinking of adverbial and adjective phrases and clauses as such, the whole attempt is to see exactly of what thing the expression reveals an attribute—is it of some object or is it of another attribute or quality of an object. In his composition, no matter how elementary, he must be led to see what aids in writing we have to help others to interpret us rightly. He must see that the *position* of the particular expression helps to indicate its meaning. And here comes in this other great bugbear of primary composition or language work—punctuation. This is the opportunity to tell him what other device we have to make people see exactly what we mean. It may be the first time he has had any use for the comma, and when he sees the necessity for something to help indicate the meaning he is told that the comma (or semi-colon or colon as the case may be) is used to do just this thing. It would be in stricter harmony with true teaching to have his mind centered on the meaning he wishes to convey and then to be shown what device (or punctuation) we have for showing this than to have him memorize rules for these different forms or to spend his time in thinking up isolated sentences for the purpose of fixing them.

This may seem like queer work in the line of *meaning* being the ground for *use*, but it is most certainly the fundamental as the child is in complete possession of the meaning and he is determining the form from this. Later in his work when he meets the form, or sentence, he interprets the meaning in the light of all this previous knowledge and in determining the *use* of various elements in the sentence he relies upon the meaning he obtains as the only sure ground.

It may be helpful to suggest another device that has been tried and found to be a good means for reaching

this same end. A teacher placed before a class of about ten years of age this sentence, "It rolled off and broke," and asked them to tell all the things they were sure must have been true in order for this sentence to be true, and what in the sentence made them think as they did? Here are some of their answers: "The object expressed by the word *it* had a surface some part of which, at least, was curved. The word *rolled* is used to express this idea."

"The object expressed by the word *it* was made of material that was somewhat brittle. The word *broke* is used to express this idea."

"The object or surface onto which the object expressed by the word *it* rolled was probably hard. This idea is shown by the word *broke*."

"The object expressed by the word *it* was not an animal. This is shown by the word *broke*."

"What is told in this sentence happened in past time. This is shown by the whole word *broke* and by the *ed* in the word *rolled*."

Besides these, there were many other points given, some right and others wrong, but each one was discussed in the recitation until clear. The teacher always insisted upon just the fact about the sentence that indicated each particular phase of meaning. If skillfully done it frequently requires the nicest discrimination to see exactly what parts in the sentence help to indicate facts that are known must have been true. This is certainly very elementary work but it leads the children into examining carefully the meaning side and the form side and the relation between the two.

If desirable, this phase of language work may, in the fourth or fifth year, assume the form of elementary analysis—what it is that stands for the thing thought

about, what stands for that which is thought about this thing, etc., thus placing the main emphasis on the meaning side and seeing that expressions have definite uses on the basis of these meanings. This extends itself into a consideration of attributives, relatives, etc. It may be done without the introduction of a single technical term, such as noun, adjective, verb, etc., yet if the pupils have definite ideas of these there can hardly be any objection to the name, unless, of course, it is the introduction of something that makes the child think more of form or sound than it does of meaning. It is impossible at this point to attempt to speak of devices. Any good teacher can think out an abundance of "ways" that may be followed.

The fourth purpose suggested is this, that there should be such language work, as will require the pupil to make the most accurate discrimination in his observation of physical objects and in his own thinking and the corresponding accurate expression of these. This is a phase of composition work that should begin at the first of the work and be progressive to the end of the eighth grade, at least. The most complex forms of composition taken as simple as they can be made can hardly be considered before the last year or two below the high school. They are fully as difficult as technical grammar itself.

Here is the place to consider again the different forms of discourse. They are these; *description* (language setting forth an object as it is at any one time; as fixed); *narration* (language setting forth an object as changing or in the process of becoming); *exposition* (language setting forth the elements of a class, common to many particulars); *argumentation* (language setting forth grounds for an assertion made, or proof). This is the order of their complexity because it is the order of the child's

progress from the simplest kind of thinking and expression to the most complex. It is this fact that makes it possible to organize thoroughly the composition work for children. Let us see how this is. In pure description and of the simplest kind the *senses* are *the* source of obtaining data. In narration, the power of memory comes in to hold what the senses from time to time report on the object undergoing the change. In exposition there is added the conscious abstraction of certain common attributes or elements. In argumentation are found the most carefully laid premises or propositions and just as carefully drawn conclusions, these conclusions forming the premises for reaching still further ideas. To be sure this has existed to a degree in each of the other processes, but it has added a higher step when it becomes the prevailing characteristic of thinking and is purposely done.

It is evident from the nature of the mental processes involved, that primary composition work will consist mainly of description and narration. It is still further evident that the most elementary work is that in which the object is before the class at the time of description. It is well to bear this carefully in mind as a child cannot be held to accurate discriminations through the eye and hand (and other senses as well) if the object is not at the time before him but which he saw or felt or heard or smelled, etc., a day or week previously. The little advance upon this, is a careful examination of the object and telling about it when the object is not present. The same two phases characterize narration.

(In the following number the final paper on language will contain suggestions for this primary composition work.)

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools]

THE USE OF WRITTEN EXAMINATIONS.

Written examinations were once the almost universal and only means of determining the promotion of pupils. If a pupil received a per cent. not below a certain fixed standard, he was promoted to the next grade, but if this per cent. fell below this standard, he remained in his present grade to go over the work again. This was easy for the teacher, but it often worked an injustice to the pupil as every teacher was ready to affirm. It is an old adage that "figures will not lie." But almost every teacher at every examination could give examples showing that the strongest pupil often got a per cent. lower than some of the weak ones. Now in most schools, the written examination is only *one* factor in determining the promotion of the pupil. We think this is as it should be. In many schools the papers are not per cented, because it is believed that the per cent. tends to cause the teacher to accept it as an indication of the pupils' strength, thereby preventing a careful study of the paper itself.

On account of the severe and just criticisms on written examinations, there is a tendency among teachers to regard them as worthless. In our judgment this is a false conclusion. The written examination is very valuable. The improper use of it is what has brought it into such disrepute. If properly used it is one of the most valuable devices in school work. It affords an excellent opportunity for the teacher to make a careful and thoughtful study of each individual pupil as well as the school as a whole. Every true teacher must make such a study as this.

To illustrate this sort of study, let us suppose that the following problem has been submitted to the school and that the papers are now in the hands of the teacher: A field whose width is 25 per cent. of its length contains 10 acres. If it were square and contained the same number of acres, what per cent. would be saved in fencing it? By studying this problem it will be seen that it is eminently a "thought problem;" but in addition to this power of thinking, the pupil must have a knowledge of percentage, of square root, of some geometrical figures, and of the number of rods in an acre. If he should fail in any one of these points of knowledge, he could not get the correct answer, no matter how strong he might be in his reasoning power. Again he may fail on account of some inaccuracy in computation, or careless reading of the problem. Now suppose the teacher finds that 95 per cent. of his school have failed to get the correct answer to this problem. His next duty is to learn why they failed. He may find that most of them have failed because they were careless either in reading the problem or in computation. He then will present work to the pupils in a manner that will have a tendency to make them *careful*. But he may find that the failure is in some of the points of knowledge that depend upon the memory. He will then proceed to give to the school the kind of work that tends to strengthen the memory. Or he may see that they lack the power to interpret the language and also the power to think, *i. e.* to see the parts of the problem as they are related; then work that requires this sort of mental activity will be presented. He will not give them hundreds of problems like this one and like many others that he thinks may be presented at the next examination. This would have a tendency to make them automatic which is just

the opposite of what they need. He will give work that requires thinking, not only in arithmetic but in every subject, and in all school work. He wishes to create and fix the habit of thinking.

Every point here mentioned and many others may apply to the individual pupil. To learn, hold in mind, and correct the peculiar weakness of each individual pupil seems a requirement too great for any teacher to accomplish satisfactorily. And so it is when he has fifty or sixty pupils.—Many primary teachers have 112 pupils; half the number attending in the forenoon and half in the afternoon.—But the teacher can and must make an attempt at least toward studying the individual pupil. We need twice as many teachers as we have, but we often must take things as they are and make the best of them possible under present conditions. It is not written examinations that deaden, but the wrong use of them.

TO WHOM IT MAY CONCERN.

READING.—We have seen primary teachers stand before their classes and point to every word in the sentence on the black-board or chart and have the children read as they point. They then wonder why the children read so senseless and *jerky*. Try the same plan on yourself. Perhaps you will read that way too. A moment's thought will lead anyone to see that the performance above referred to is not reading but just word calling.

ANSWER REPEATERS.—Teacher.—Upon what do you compute interest? Pupil—Upon the principal. T.—Upon the principal. What is meant by the amount? P.—Sum of principal and interest. T.—Sum of principal and interest. In partial payments, what do you do

when the payment is less than the interest? P.—Subtract it from the interest. T.—Subtract it from the interest.

After seventy or eighty questions have been thus disposed of, to say the least of it, this grows monotonous,

THAT'LL Do.—In most schools, pupils stand while they recite and are not expected to sit until they understand the teacher is done with them for the present. Some teachers *always* say "that'll do." This form may do as well as any other; but why should we have only one expression that means he may sit? Sometimes a nod or a look says it and the pupil understands it. Why then should he wait for "that'll do," "excused," "sit" or "be seated" or any other special form? Let us not drop into any *set* expressions or ways. Let us not forget that "we teach for life and not for school."

HAND SWINGING.—Why should a pupil be required to swing his hand high above his head, or even quietly raise it *every* time he desires to ask a question of his teacher? It is often useful to raise the hand and is often the best means of communication with the teacher, but not *always*. Why should not the pupil be taught to use his judgment by allowing him to use it occasionally? He wishes to get a pen of the teacher. He quietly raises his hand to indicate that he wishes permission to ask a question. She does not see his hand. He waits until his patience is gone—not long however—then he vigorously swings his hand and frowns and finally snaps his fingers. He now gets a nod from the teacher and he says so the whole school hears "May I have a pen?" He then goes to the desk and is furnished with a pen. He has disturbed the unity of the school with what concerned only him and his teacher. This is only one in-

stance of many useless things that will occur if the teacher is not ever watchful.

SPELLING PAPERS, ETC.—Many teachers keep pens, pencils, copy-books, drawing-books, etc., and pass them out only when the pupils need to use them. While this may be necessary on account of the limited space in the pupils' desks, we are certain that the pupil fails to learn how to take care of his own tools and material. But since it seems necessary to collect these and pass them out each day, the teacher should aim to have this done with as little waste of time as possible, and get as much culture out of it for the pupil as possible. There are plans that require concerted action. This requires close attention and this has a tendency to cultivate the pupil in his power to attend. It also saves time. We do not wish to give any of these plans in detail as any teacher can make a better one for *his* school than anyone else can give. We only wish to urge him to make it and not do as we have seen some do, viz. Take a handful of spelling papers and hand one to each pupil in the room, and then pass pens in the same manner. After spelling, the same plan was followed in collecting while the pupils sat with their hands folded, not even being allowed to pick up the paper and hand it to the teacher as she passed along. Compare this with a plan that requires *every* pupil to take a part.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

DIVISION.

In a series of articles the subject of division will be given in the order of its development, the order which

the teacher must know before he is prepared to present it to a class.

Division naturally falls under two cases, depending upon the kind of divisor: Division by an integral divisor; division by a fractional divisor. The way in which the dividend is to be separated also gives two cases: Finding one of the equal parts of a dividend; finding the number of equal parts of the dividend. Division by an integral divisor has several steps or phases of development. This is not quite true of division by a fractional divisor, though it is true to some extent.

The first phase of division by an integral divisor is the observation, simple judgment and memory phase. The work results chiefly in the construction and fixing in memory the division table; the division is formed by one act, analysis. On account of the inability to perform the work at one step, the next phase is the separating of the dividend into orders, and dividing each order separately and then uniting the results. This phase requires three distinct mental acts, with perhaps several acts under each step. This phase has two sub-phases: One when no reductions are required in the dividend; the other when reductions are required. It may also give two forms of written work, depending upon the quantity written out: One short division; the other long division.

In developing the subject it has been found immaterial which case in the second point is given first. Children will just as readily take their twelve cents into groups of two cents as find half of the twelve cents. And I know of no psychological reason that will give the preference to either. But the other points have an order of development which cannot be violated. The form of work, long or short division, is based on the help given the memory, or rather on the inability of the memory to hold all

of the results, so it is relieved by representing to the eye what the memory has performed. But the memory has to do its work, though it has resting places along the way. When it is not over-burdened it does not need to rest; and as the over-burdening does not come during the observation phase of number work, or while the children are handling their objects, all the teacher has to do is to aid the pupils to discover the relations asked for and drill on those relations till they are burned into the memory. This memory work is, then, the shortest form of division. The next shortest is when the relief comes by writing down just the result. Children may acquire considerable skill in division before they *need to represent their work by figures*.

I shall assume in these articles that skill has already been attained in what is generally known as Tabular Work in division, in connection with the tabular work of the other three processes. That the half of any number up to 144, or any equal part up to $\frac{1}{4}$ of any number to 144, which can be equally divided, can be accurately and quickly found; as, the $\frac{1}{2}$ of 8, 10, 12, 9, etc.; the $\frac{1}{3}$ of 3, 6, 9, 12, etc.; $\frac{2}{3}$ of 3, 6, 9, 12, etc.; $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{3}$, of 12, 16, 20 etc. And that it has been discovered that two things can be done in separating the dividend; that is, that six cents can be made into groups of two cents or the half of six cents can be found. I shall assume perfect familiarity with the decimal system of numbers as far as thousands; at least, as far as hundreds; and the decimal numbers as far as thousandths, also all of the denominate numbers where the numbers involved do not exceed 144, and of the manner and use of the terms in division.

A GUIDE TO THE STUDY OF LITERATURE.

Let us not lose our bearing. We are seeking, in the nature of literature, a guide to the teaching of that subject. The last article stated the general nature of lit-

erature, and the three elements determined by that nature. It was found that in the study of a literary selection the thought must move in three lines: (1) study of the content; (2) study of the embodiment to the imagination; (3) study of the expression in language. Each of these will now be discussed in detail.

LITERARY CONTENTS.*

First: The theme. The literary content is never found in the world of matter, but always in the world of *spirit*. It is some phase of human life. While concrete forms are used in the embodiment, they become the type, the means of expressing spiritual truth. The reader may not always see beyond the sensuous element, yet if the selection read be true literature, there is a spiritual truth at the bottom. And, further, it is the *emotional* phase, the heart of life—its joys and sorrows, its hopes and heart-breakings, its longings and its despairs, its aspirations and its strivings for infinitude, that forms the content of literature.

Second: The spiritual theme is *universal*. This is often concealed by the fact that it is expressed by means of concrete individual forms. Whittier, in Maud Muller, is not expressing her regret, but the universal regret of the human heart. Holmes, in the Chambered Nautilus, is not simply expressing the aspirations of his own soul for freedom, but the aspiration that every one realizes to be his own. Longfellow idealizes woman's devotion in "Evangeline," and the feeling finds response in every heart. Sometimes the traits of a class of people are idealized, and thus the theme is limited in its objective extent; but there must be that which touches all readers. To describe a piece of literature as national is doubtful praise. In so far as the theme is shut in by state lines,

*Adapted from the Science of Discourse.

it loses high literary character. The language may for a time draw national boundaries; and the embodiment will necessarily be in objects, scenes, and plots of national interests. But these are accidental limitations. The theme, the real meaning of the poem, is native to no soil but that of the universal human heart. "Literature that loses its meaning, or the best part of it, when it gets beyond the sight of the parish steeple, is not what I understand by literature. To tell you when you cannot fully taste a book that it is because it is too thoroughly national, is to condemn the book. To say it of a poem is even worse, for it is to say that what should be true of the whole compass of human nature is true only to some north-and-by-east-half-east-point of it. I can understand the nationality of Firdusi when, looking sadly back to the former glories of his country, he tells us that the nightingale still sings old Persian; I can understand the nationality of Burns when he turns his plough aside to spare the rough burr thistle, and hopes he may write a song or two for dear auld Scotia's sake. That sort of nationality belongs to a country of which we are all citizens—that country of the heart which has no boundaries laid down on the map."*

Third: Not only must the theme be universal human life, but it must be *ideal*. The highest pleasure in art cannot be attained by the literal reproduction of nature. Art is to gratify man's passion for the ideal, the perfect. The highest strivings and aspirations of the human heart are treasured in literary forms. The art impulse is the need of a higher, a purer enjoyment than the matter-of-fact world can supply. A man's ideals are the measure of what he strives to attain; but they are to him not matters of fact, but only of idea—the something to be

*Lowell,

attained. Literature expresses these ideals to which the human heart aspires, and urges the reader on to higher and nobler attainments. History reveals the struggle of the race to attain to its ideal; literature sets up in advance the goal to which the race aspires.

We thus arrive at the peculiar kind of writing which presents ideal truth. The creative imagination now takes the place of the logical judgment, converting the real into the ideal, thus gratifying man's craving for the perfect. We must distinguish clearly between the poet's truth and matter-of-fact. The poet's truth is created by the imagination from which it is shadowed forth imperfectly in the real. The imagination, in its passion for the perfect, penetrates the object and satisfies itself by adding, subtracting, and rearranging the elements until it contemplates the perfect. The ideal is the truest truth. When we say that one tree is truer than another, the ideal tree is the standard of comparison. Emerson was a truer man than Benedict Arnold, because he had fewer elements in conflict with our ideal of manhood. The truth of fiction seems to be the type of the truth which had somehow become imperfect in being bodied forth in the real. The poet reaches through the object to Platonic types for his themes. It is easy for any one to imagine himself a truer character than he actually is. The ideal is nearer to the true idea, but farther from the real. Let no one be disturbed, therefore, by the statement that fiction is truer than truth; i. e., matter-of-fact truth.

As already observed, the theme in literature is emotional life, to which we may now add that the emotions are *idealized*. The poet dealing with matter already emotional, idealizes to secure greater intensity and power. First, he does this by omissions. Patriotism, an

emotion suitable for poetic purposes; when found in the individual, has elements which conflict with our idea of patriotism. To idealize is to omit them; and thus form a truer and a more pleasing idea. Love, a choice theme of the poet, does not receive a truthful, in the sense of true to the real, handling; whatever sensuous elements are found in the individual are omitted or toned down. The real pleasures of life have their alloy; but the poet strips them of their disenchanting element and we revel in the full fruition. We hold the poet responsible for high ideals; his power as a poet is largely measured by his power to idealize. Each of the emotions may have an element which clashes with our ideal of that emotion; as in the case of love with its gross and carnal element. Some poets use the carnal side; but in doing so sin against the laws of poetry and fine art in general. Each of the emotions arises by degrees out of the instinctive sensuous emotions, and carries to some degree the lower element along with it. Friendship, in its earliest forms, is instinctive and self-interested, and arises by degrees toward the ideal of a pure spiritualized virtue. The poet must give each emotion freedom from disenchanting elements, that it may find a response from the reader's craving for the ideal.

Not only by omissions does the imagination of the poet form the ideal, but by additions also. "Exceptional states of elation" are made the rule; and what only has a momentary existence in fact is filled out and given a permanent place in the mind. The poet has the license of exaggeration, and may exalt the emotion to the highest power of imaginative conception. Circumstances may put limits to the exaggeration; it must not be carried to the degree of offensiveness, for it would then be opposed to poetic effect. The exaggerations in the fictions of

Fairy Land and Mediæval Romance are pushed to the limit of the powers of the imagination without offending proprieties of taste; for they are understood to be indulgences of the imagination—freedom of the imagination—sportful moods trampling down the laws of existence for the pleasure of its own free activity. When traits of a people are to be idealized, truth must be respected; but in the idealizing of the spiritual emotions, such as love, friendship, spiritual joy, philanthropy, or duty, no danger is likely to come from the strongest effort of the imagination. The evil passions may be idealized as well as the virtuous emotions; but in this case the poet adds insult to injury, unless done by way of contrast. Any degree of idealization here is more offensive than the actual; either because it produces a stronger stimulant, or because it renders more deceptive by a goodly appearance the evil communicated. The laws of morality take care of this offense. The true poet needs only to guard himself against creating ideals which stimulate expectation which cannot be realized. It is dangerous to create ideals out of all relation to actual life to which we are chained, so that one breaks with his conditions and desperately and lawlessly strives to realize the unattainable. Ideals which are to inspire and to guide must not create despair, or stimulate to the reckless methods of hopeless attainment. The over-stimulation of expectation is only less dangerous than false ideals of life. Another form of dangerous exaggeration is that of making amiable and desirable certain weaknesses of human nature.

The imagination selects and recombines elements into new wholes, thus adapting to the requirements of taste. As the parts of various landscapes may be brought by the painter into one more beautiful than any from which

parts were selected, so the poet may select from various characters the most perfect elements and recombine them into one more perfect than those out of which it was formed. In this way ideal characters are formed.

Thus we are prepared to make a statement of the literary content as being *ideal universal human life*, and this revealed as emotion in the reader. Therefore, in analyzing a literary selection, the student must state the theme, and test it as to whether it is, 1st, universal; 2nd, ideal; 3rd, emotional.

Practical illustrations in the next.

LEND A HAND.

[This department is conducted by MRS. E. E. OLCOFF.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

A LESSON IN DIVISION.

Let us talk about a method of teaching division. We will presume that you do not strictly follow Grube in giving an exhaustive analysis of one number before considering another. You do not insist that the pupil shall learn that "3 is one more than 2." "There is 1 two and 1 more in 3," and "1 can be taken from 3 three times," before you present the number 4.

We will presume that the class have what may be called a general knowledge of numbers to ten inclusive. They can add and subtract fairly well, and understand the signs + and -. They have learned incidentally that there are two fours in eight, three threes in nine, etc. To such problems as "Here are six mittens; how many boys do you think they belong to?" "A blacksmith used

eight horseshoes; how many horses do you think he shod?" "I have nine pencils; to how many girls can I give three pencils apiece?" they can give correct answers, but do not know they are dividing.

You wish to teach them to divide abstract numbers and to use the sign +. So you say, "With your pegs show me how many twos there are in six." When they have done so, say, "Let us write what you have shown me." You then place on the blackboard, "There are 3 twos in 6." In like manner they discover and write, "There are 5 twos in 10, there are 4 twos in 8, and there are 6 twos in 12." It is well to introduce 12 because it lends itself so readily to division and multiplication work. Nothing need be said about 11. The work is done less mechanically and, therefore, makes a more lasting impression when the discoveries are made promiscuously, rather than consecutively finding the twos in 2, 4,—12. When they have found the twos in the even numbers to 12, inclusive, lead them to write their discoveries in a "table" as follows:

There is 1 two in 2.
There are 2 twos in 4.
There are 3 twos in 6.

There are 4 twos in 8.
There are 5 twos in 10.

It is well to have them learn to recite this orally, and to write it without objects. For desk work you place on the blackboard: "How many twos in 12, 8, 2, 6, 10, 4." They write: "There are 6 twos in 12; there are 4 twos in 8," etc.

In such problems as "Six stockings hang on a line; how many pairs of stockings are there," the pupils may say: "There are three pairs of stockings, because *there are 3 twos in 6.*"

Proceeding in this way, the pupils discover, write and commit to memory the following table:

(1)

There is 1 three in 3.
 There are 2 threes in 6.
 There are 3 threes in 9.
 There are 4 threes in 12.

(2)

There is 1 four in 4.
 There are 2 fours in 8.
 There are 3 fours in 12.

(3)

There is 1 five in 5.
 There are 2 fives in 10.

(4)

There is 1 six in 6.
 There are 2 sixes in 12.

Thus in the five tables they have seventeen combinations to learn, exclusive of their discoveries that there is 1 seven in 7, 1 eight in 8—1 ten in 10.

When the class is familiar with these, the next step may be given. You may say, "It takes so much time and so much space on the slates to write tables this way. I will show you a shorter way. This sign + is read 'divided by,' and $6+2$ means for you to find how many twos there are in 6. You may read it two ways: '6 divided by 2 is 3,' or, 'there are 3 twos in 6.' "

Write the table of twos this short way:

$$\begin{array}{l} 2+2= \\ 4+2= \\ 12+2= \end{array}$$

Read each part both ways. The class then reads the table through as follows: 2 divided by 2 is 1, there is 1 two in 2; 4 divided by 2 is 2, there are 2 twos in 4, and so on, closing with 12 divided by 2 is 6, there are 6 twos in 12. In similar manner they write and recite the tables of 3, 4, 5 and 6. If a child hesitates to give an answer, as 12 divided by 6 is—, aid him by asking, "how many sixes in 12?" If he still hesitates, require him to show with objects how many sixes there are in 12. The pupils say 12 divided by 6, but it *means* to them "12 divided into sixes." As they become more familiar with the sign + and the expression divided by, gradually drop the longer form. Thus they come naturally, and with as clear understanding to say 12 divided by 6, as there are 2 sixes in 12.

HOW WASHINGTON KEPT ONE BIRTHDAY.

[This may be a part of a program for Washington's Birthday, being given as a declamation by a boy, or as a reading by a boy or girl.]

Let me tell you a story about George Washington. You can't find it in the history books. The history books usually say that he always did everything just right. When he hacked a cherry tree, or anything like that, he always owned right up, and never said, "I didn't mean to." He was always captain when the boys played soldiers. When he went to school he had some rules for good conduct written. His copy book was neat and carefully written. I am proud of Washington and I want to be as much like him as ever I can. But I used to feel discouraged, because *he* used *always* to do everything just right, and *I* make such mistakes. Our teacher told us about the rules Washington had for good conduct. She said she would like for us boys to have one good rule for behaving. She gave us a whole day to find one. I asked mother what would be a good one for me. She said the Golden Rule was splendid for anybody. So I learned that. I *thought* I learned it. When our teacher asked us to give our rules I said real loud, "Do to others as they would do to you." She said she was afraid George Washington would not make a rule like that. I tried to make my copy book look like his. But I blotted so many pages that I was about ready to give up trying, when mother read me that story. I forgot what paper the story was in. Maybe it was the *Youth's Companion*, *St. Nicholas* or *Golden Days*. But it was about his copy-book and his birthday, too. The history says that his copy-book is at Mt. Vernon now. If what mother read is true, I guess there is one page that is not neat. For the story says that once when George Washington was a little boy and went to school there was a

big snow-storm on the 21st of February. The boys planned to have a snow-ball fight the next day. George Washington was going to be captain on one side because it was his birthday. They were going to have the battle right after school. At recesses they made piles and piles of snowballs to fire at each other. Oh! they were going to have a grand time. They had to write in their copy-books the last thing before school closed. George Washington was thinking so much about the snowball fight that his writing was not nice at all. His teacher said: "George, I am *surprised*. Take this piece of paper and write that all over again *after school*." And George Washington had to stay in on his own birthday. The boys got another captain in his place and had the snow-ball battle and he wasn't in it. I told mother I thought I knew how he felt. She said she thought he grew up to be good and great because he kept on trying even if he was disappointed sometimes. So I haven't given up trying to make my writing neat. I told our teacher I had another rule of conduct besides the Golden Rule. It is, "Keep on trying to do well." I say, "Three cheers for George Washington."

EDITORIAL.

THE *Indiana Journal for Indiana teachers*.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE Editor wishes to call especial attention to the article in the Primary department on History. It states comprehensive principles

and is full of valuable suggestions for teachers of history in all grades. The article should be not only read but carefully studied by every teacher of history.

THE FARMERS' READING CIRCLE is a new movement that deserves the heartiest possible endorsement. It can do for the farmer what the Teachers' Reading Circle has done and is doing for the teachers. Many teachers are also farmers. Such should attend the farmers' meetings and encourage the Reading Circle movement. It has in it great possibilities.

THE STATE TEACHERS' ASSOCIATION has come and gone. Those who attended the meetings will say it was a good session. This issue of the JOURNAL contains the minutes of the proceedings and will well repay the reading. President Study presided with dignity and general acceptance. Chairman of Executive Committee, J. R. Hart, certainly did his part faithfully and efficiently. The report printed will show how faithfully the secretary, Miss Adelaide Baylor, did her onerous work. The reception at the Denison Hotel was a new feature and was enjoyed by everybody. The Association will be likely to continue to make the Denison headquarters.

IS IT NOT STRANGE? What? Why, that so many teachers should forget when New Year comes. How do you know that they do? In this way: There are on the books of the JOURNAL nearly one thousand teachers who subscribed for the JOURNAL with the distinct understanding that they should pay for it not later than Jan. 1, '93. It is now Feb. 1 and they have not made payment or said a word about it. Teachers are all honest and always keep their promises and it is clear that they *forgot* when Jan. 1 came. See? Will not those to whom the above applies, remit at once, either to the agent or to the editor, according to arrangement, or as most convenient.

SCHOOL LEGISLATION.

It is too early in the session to predict as to what the present Legislature will do in the way of school legislation. As is always the case, a great many bills have been introduced—some of them wise and some otherwise—and as always the case, most of them will never become laws. The recent school supply frauds in Shelby and other counties, noted in the JOURNAL, have been the cause of several bills to restrict the purchasing power of the trustee. While restrictions and guards are necessary, there is just now great danger of taking away too much of the trustee's power.

A bill has been introduced, and promises to become a law, providing that all school furniture and school supplies shall be furnished, as school books are now furnished, under contract for the entire State. If the principle underlying the school-book law is right, this is right, as this is a further application of the same principle. It will certainly save money for the people.

UNITED STATES COMMISSIONER.

Wm. T. Harris, the present incumbent, is the best man for School Commissioner. He is easily the best all-round man in the country, and is the natural head of the educational forces. He is, without doubt, the choice of a large majority of the educators of the country, without regard to party. This is evidenced by the fact that at the late State Association, a resolution, urging his reappointment, was offered by a Democrat and seconded by a Republican, and passed without a dissenting vote.

President Harrison appointed Mr. Harris Commissioner, notwithstanding the fact that he had voted for Mr. Cleveland, because he seemed to be the unanimous choice of the teachers. Under these circumstances, Pres. Cleveland cannot do less than give Mr. Harris a re-appointment. He will do this if he regards at all the wishes of the educators of the country.

QUESTIONS AND ANSWERS.**STATE BOARD QUESTIONS USED FOR DECEMBER.**

WRITING AND SPELLING.—The penmanship shown in the manuscripts of the entire examination will be graded on a scale of 100, with reference to *legibility* (50), *regularity of form* (30), and *neatness* (20). The handwriting of each applicant will be considered in itself, rather than with reference to standard models.

The orthography of the entire examination will be graded on a scale of 100, and one will be deducted for each word incorrectly written.

- GENERAL QUESTIONS.**—1. Give your name, age and postoffice address.
2. What special preparation have you made for teaching.
3. Name the educational papers and periodicals that you take and read.
4. Name the books on theory and practice of teaching that you have read.
5. How many days were you present at the last County Institute?
6. Have you taught school? What grade? How many months?
7. For how many months was your last certificate granted?
8. Have you given or received aid during this examination?
9. Have you ever held a six months' license in this county?
10. Did you take an active part in the Township Institutes of the township in which you taught last year?
11. What books of the Reading Circle course have you studied, and when?
- (These questions must be answered in full.)*

- Snow-BOUND.**—1. Give a brief biography of the author. 20.
2. What are the chief elements of strength and beauty in this poem? 20.

3. Give the school masters' part in the evening's pastime. 10.
 4. Give meaning of—

"Alas! for him who never sees
 The stars shine through his cypress trees!" 20.

5. Describe the meeting at the barn. 10.
 6. Characterize the mother. 20.

SCIENCE OF EDUCATION.—1. Why is a test in reading given upon new reading matter better than one given upon pieces already studied?

2. What are the necessary mental steps through which a pupil goes in forming any habit?

3. What good should be secured to the child through the study of grammar, other than the ability to use language correctly?

4. Show briefly the difference between the use you would make of maps in teaching geography and that you would make of pictures.

5. Give reasons why written work in arithmetic done by a pupil should be made to conform to some definite plan of arrangement.

(Answer all five)

ARITHMETIC.—1. From 2,007,003 take 989,075, explain fully, and tell how you would teach it to pupils of 10 or 12 years of age.

2. The product of any number multiplied by six is how many times the product of the same number multiplied by $1\frac{1}{3}$? Why?

3. If 12 men can perform a piece of work in 18 days, how many men will be required to perform a piece of work three times as large in 12 days? Explain fully.

4. A man asked \$350 for a horse, fell 20%, and still made 10%. How much did the horse cost him?

5. How much will it cost to inclose a square garden containing 225 square rods with a fence which cost \$2.50 a rod?

6. What is the difference between the true discount and the simple interest of \$545 for one year six months at 7%?

7. How many balls, each two inches in diameter, equal in volume a ball eight inches in diameter?

8. A boy looking from the window of a house forty feet from the fence finds that the distance from the bottom of the window to the bottom of the fence is fifty feet. How high is the window from the ground?

READING.—Knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific and agricultural improvement, and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all.—Section I, Article VIII, Constitution of Indiana.

1. To what grades of children would you assign this paragraph for a reading lesson? Why? 10.

2. Write five questions that you would give your pupils to look up in this selection. 20.

3. What would you tell your pupils in connection with this lesson? 20.

-
4. To what extent, and by what plan, may the classmates of a pupil criticise his reading of a paragraph? 20.
 5. Is there advantage in having "Vocal Training" lessons in reading books? Justify your answer. 20.
 6. Define good reading. 10.

PHYSIOLOGY.—1. Make a diagram of the relation of the different parts to each other in the cross section of a vertebrate.

2. Define a cell and make sketch.
3. What is a tissue?
4. Name the different tissues of the body and explain the functions of any three.
5. How does an organ differ from a tissue?
6. What is meant by an articulation? A suture? Give examples.
7. Describe some muscle and show how it performs its work.
8. Describe human blood.
9. Describe the heart in detail.
10. Describe the function of the parts of the digestive tract.

(Seven out of ten.)

ENGLISH GRAMMAR.—1. Justify the case form of the compound relative pronouns in the following sentences:

- (a) Whosoever sins ye remit, I will remit.
- (b) Whomever it fits best is best entitled to it.
- (c) We should give assistance to whoever most needs it.
2. Point out all the uses of the word "whithersoever" in the sentence:
Whithersoever thou leadest I will follow.
3. What should be the characteristics of the language work of the first grade?
4. In teaching language or grammar, what importance, if any, should you attach to the correction of errors, and why?
5. Write sentences to illustrate the use of a prepositional phrase as
(a) Adjective; (b) Adverb.
6. Explain what is meant by a noun in the absolute case. Give an example.
7. In what grade would you teach letter writing? What specific instruction would you give in this subject?
8. What does the voice of a verb denote? The tense?
9. What determines the number of voices? The number of tenses?
10. Is the infinitive a mood? Give your reasons.

U. S. HISTORY.—1. By whom was Massachusetts settled? What were the chief characteristics of these settlers? Name three directions in which these settlers have exerted a marked influence upon the institutions of the country.

2. Describe any one of the following events, and account for its importance: Battle of Antietam; Surrender of Vicksburg; Battle of the Wilderness.
3. (a) What is the President's cabinet, and how is it appointed?
(b) Name the members of the President's cabinet at the present time, and state the office which each fills.

4. State what you can about the Stamp Act; Monroe Doctrine; Squatter Sovereignty; Tenure of Office Bill.

5. What Presidents were not elected to that office by the people? How did each become President?

GEOGRAPHY.—1. Draw outline maps of Indiana and Texas on the same scale.

2. What subjects would you include under the head of Physical Geography?

3. What circumstances have been favorable toward the making of Denver a prominent city of this country?

4. What reasons would you assign for a more rapid and satisfactory advancement of commercial interests in the United States than in Mexico?

5. Describe the three great river systems of South America.

6. What division of the land in England corresponds to the county in the United States? Draw a diagram of a township in Indiana, and locate the school section.

7. What would you teach of the geography of Africa in the common schools?

8. Where is the Mediterranean Sea? Mesopotamia? Madagascar? Trinidad Island?

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. Because a very poor reader by careful study of a selection may read it as well as a good reader who is not familiar with the selection. A class of pupils who have prepared the same selection may read it without showing any great difference of ability; but let each read a paragraph that he has never seen. Some will stumble at nearly every word, while others will read it with an ease and a freedom suggestive in each of a quick apprehension and a wide range of reading outside the school curriculum.

2. To form a *mental* habit, one must, in general, force his mind to traverse a certain line of thought many times, each time the mind taking the same steps and in the same order. 1st, attention points the mind to the subject about which there is to be thought-action; 2nd, the will puts the mind to action; 3rd, the reason directs the action through logical steps to the conclusion. The next time a similar conclusion is to be evolved, memory recalls the mind's past experience, and the will and the reason again direct the mind through the same acts and in the same order. Frequent repetition along the same line of thought will create in the mind a tendency to act in a manner similar to that in which it has acted before, without the aid of the will or memory.

3. (a) The ability to understand our language better. (b) The discipline of the mind. (c) The gaining of a great amount of knowledge necessary to the acquirement of other languages.

4. The maps should be used to indicate locality, political divisions,

relative distances, etc. The pictures should be used to show in perspective, the surface features of a small section of the country; to make clear certain points of description in the text; to indicate the industries by representing them in their various activities, etc.

5. (a) For the sake of neatness; (b) that the pupil may become habituated to orderly arrangement; (c) because it sometimes enables a pupil to clear up the difficulties of a problem, so that he may be able to solve it.

ARITHMETIC.—1. Write the subtrahend under the minuend, so that units will stand under units, etc. Subtract each figure of the subtrahend from the one above it, beginning at units, and place the difference below. If any figure of the subtrahend is greater than the one above, add ten to the upper figure, subtract and place the result below; then add one to the next lower figure, and so proceed till the subtraction is complete.

With beginners the above changes in the minuend and subtrahend should be actually made until they understand the process, but say nothing of the reasons till the process has been mastered.

2. 6 is $4\frac{1}{2}$ times $1\frac{1}{3}$, hence the second product is $4\frac{1}{2}$ times the first.

3. It will require one man 12×18 , or 216 days, to do the work, or 648 days to do 3 times the work. It will require as many men to do it in 12 days as 12 is contained in 648, or 54 men.—Ans.

4. 80% of \$350 = \$280.

$\$280 + 1.10 = \$254\frac{8}{11}$.—Ans

5. $\sqrt{225} = 15$ rds., the side of garden.

$4 \times 15 = 60$ rds, the whole fence.

$\$2.50 \times 60 = \1.50 .—Ans.

6. $\$545 + 1.105 = \493.21 . P. W.

$\$545 - \$493.21 = \$51.79$. Discount.

$\$545 \times .105 = \57.23 . Interest.

$\$57.23 - \$51.79 = \$5.44$.—Ans.

7. $8^3 + 2^3 = 512 + 8 = 64$.—Ans.

8. $\sqrt[3]{50^2 - 40^2} = 30$ ft.—Ans.

READING.—1. This paragraph *alone* should not be assigned to any grade or class of pupils. Assigning a single paragraph for a lesson was a fad that did our schools much injury. Language of that grade of difficulty should be assigned to classes in the highest grade of common school work.

2. (a) What is said to be essential to the preservation of a free government? (b) It shall be the duty of the General Assembly to encourage what? To provide for what? (c) Define a community; a free government; a uniform system; tuition; a constitution. (d) What is the difference between knowledge and learning?

3. Something about the North-west Territory, the Ordinance of 1787, and the Development of our Constitution.

4. After a pupil has read, if the teacher has noticed some special

errors, he should call upon individual members of the class to state what errors they noticed. During the reading the pupil should not be interrupted; after criticism, he should be required to review to points criticised.

5. They are very beneficial, for by them better tone, articulation and enunciation are obtained. They increase the freedom of movement of the vocal organs, and the power of control over the voice.

6. If by this is meant the *oral expression*, we define good reading to be the correct, easy, and clear utterance of the language, accompanied by that force, emphasis, and inflection on every part that will indicate to the listener the exact thought contained in the language.

PHYSIOLOGY.—1. The cell is the unit of the tissues of the body; its thin wall contains protoplasm, in which is enclosed a small amount of matter called the nucleus.

3. A tissue is the material or texture of which an organ is composed, or partly composed.

4. (See pages 26 and 27 of adopted Physiology.) The function of osseous tissue is to furnish hardness and firmness to certain parts; of connective tissue, to bind certain parts to others; of muscular tissue, to give power of movement (its characteristic quality of contraction enables it to do this.)

5. A tissue is simply a single part of the material of an organ, and its function may be wholly apart from that of the organ itself, or it may contribute directly to the function of the organ; as the function of connective tissue in the arm is to hold the parts in a firm, compact form; and the function of muscular tissue is to produce motion, and motion, of many and various kinds, is what we expect from the arm itself. An organ is a complete part of the body, and is designed for a particular use.

6. By an articulation is meant a place of union of two bones where more or less motion takes place, as at the elbow, knee, shoulders, etc. A suture is a place of union of two bones where there is no motion, and where the line of union is very irregular and broken, as the places of union of the skull bones.

7. (See page 68, adopted Phys.) The biceps muscle is used to raise the fore-arm and hand. It does this by contraction, or shortening, as it is inserted into the radius of the fore-arm.

8. (See pages 81 and 82.) The blood is liquid, varying in color from a bright to a dark red. When drawn from the body it soon solidifies into a jelly-like mass. It is slightly alkaline and possesses a faint odor. When examined under the microscope an immense number of circular, disk-like bodies are seen floating in a transparent liquid.

9. (See pages 94 and 95 of adopted Physiology.)

10. The general function of the parts of the digestive system is to transform the food into a semi-fluid mass capable of being absorbed. The function of the mouth, etc., is to masticate the food; of the oesophagus, to convey it to the stomach; of the stomach, etc., to digest certain foods; of the duodenum, etc., to digest other portions.

GRAMMAR.—1. (a) "Whosoever" is in the possessive case, limiting "sins;" (b) "whomever" is in the objective case, object of "fits;" (c) "whoever" is in the nominative case, subject of "needs."

2. "Whithersoever" is here a conjunctive adverb, joining, grammatically, the subordinate proposition to the principal proposition; it also modifies "follow" and "leandest," and it may be said to introduce the sentence.

3. Simplicity, brevity, directness, practicability, attractiveness. Conversation with the pupils is the chief means employed by the teacher. The chief object should be the training of the child in the correct oral expression of those common forms of speech in which so many persons make mistakes.

4. Much importance should be attached to the correction of errors, because in the world at large we are confronted with a condition, not a theory. By frequent practice in correcting errors, a pupil becomes familiar with the difference between the correct and incorrect forms. He then recognizes an error easily, a power of great importance to him in writing or speaking.

Adjective. An expression of joy o'erspread his countenance. *Adverbial.* He advanced to the front.

6. A noun modified by a participle and independent of any governing word, is in the so-called *absolute* case, as "The time having arrived, we left for home."

7. Letter-writing may be profitably taught as low as the Third Reader Grade. The specific instruction should consist of the *beginning*, the *paragraph*, the *closing*, the *folding*, the *address*.

8. The voice of a verb denotes whether its subject acts or is acted upon. The tense generally denotes the time of the action or being.

9. A subject connected with an action can stand in only two relations toward it—the subject may perform the action or may be acted upon; hence, the verb has only two forms representative of these two conditions, thereby giving existence to two voices. The number of *absolute* tenses is fixed by the number of relations an event may have to the time just passing. It may occur then, it may occur afterwards, or it may have occurred before, thereby giving existence to the three *absolute* tenses, and as it requires special forms of expression to indicate points of time that immediately precede each of these terms, we have three other tenses called relative tenses—six in all.

10. The infinitive is not a mood, because it is not a finite verb.

U. S. HISTORY.—1. By Puritan pilgrims, who were brave, honest and determined. They have exerted a marked influence on the religious, political and educational institutions of our country.

2. (a) Antietam (see adopted Hist. p. 303); it was important because by it the invasion of the North by Lee was checked. (b) Surrender of Vicksburg (see page 307); it was important because Vicksburg was the formidable difficulty in the way of opening up the Mississippi river. (c) Battle of the Wilderness (page 313); this battle made prominent the

ideas that both sides were determined, and that it would take hard blows to crush out the last stronghold of the Confederacy. In this way it was important.

3. The President appoints his own Cabinet. The present Cabinet are: John W. Foster, Secretary of State; Charles J. Foster, Secretary of the Treasury; Stephen B. Elkins, Secretary of War; Benjamin F. Tracy, Secretary of the Navy; John W. Noble, Secretary of the Interior; W. H. H. Miller, Attorney-General; John Wanamaker, Postmaster-General.

4. The Stamp Act was made a law in 1765. (See page 15). Monroe's foreign policy was embodied in the following principle: "The American continents, by the free and independent condition which they have assumed and maintained, are henceforth not to be considered as subjects for future colonization by any European powers." "Squatter Sovereignty," was a nickname Calhoun applied to "Popular Sovereignty," which means in general the rule of the people. It was brought prominently before the people in the Kansas-Nebraska Bill, in which the principle of popular sovereignty was embodied with reference to slavery, viz., that slavery in either of these territories should or should not exist, according to the vote of the people in each. The "Tenure of Office Law," passed in 1867, made it unlawful for the President to remove any civil officer without the consent of the Senate.

5. Thomas Jefferson (his first election) and John Quincy Adams were not chosen Presidents by the electors. They were elected by the House of Representatives, as provided for by the National Constitution.

GEOGRAPHY.—1. Texas is about eight times as large as Indiana.

2. The surface and crust of the earth; the features of the land; meteorological phenomena; phenomena and life of the sea; the life and products of the earth.

3. Its location in the path of the "westward march of empire;" its proximity to many large mining interests; its healthful climate, etc.

4. (a) A superior civilization and climate; better railroads, rivers and canals, and a greater diversity of wants among the people of different sections of the country.

6. In England the *shire* corresponds to the *county* of the United States. The school section in each township is the 16th, and in some places the 36th, in addition to the 16th.

7. The colonial possessions of the different powers; the physical features; the exports.

QUERY AND ANSWER DEPARTMENT.

[This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
Direct all matter for this department to him.]

QUERIES.

441. A and B pay \$1.75 for a quart of varnish and 10 cents for the bottle. A contributes \$1.00 and B the rest. They divide the varnish

equally and A keeps the bottle. Which owes the other, and how much?

SYLVESTER WARD.

442. Solve No. 48, page 284, Indiana Complete Arithmetic.

WILL M. YOUNG.

443. Parse "which" in the following: "Send me some money with which to buy a farm." J. H. D.

444. A board 2 feet wide is laid diagonally across a room 15 feet by 30 feet, so that all its corners touch the walls. Find its length.

ANDREW MARTIN.

445. How much money does a druggist make on 10 pounds of opium bought at 50c per pound and sold at \$1.00 per pound? J. H. READER.

446. A man has \$100 with which he buys 100 books, at \$5.00, \$1.00, and 5c. How many of each kind does he buy? J. H. RISLEY.

447. Three poles, each 50 feet long, are placed in the ground 20 feet, 30 feet and 40 feet from each other, and are then brought together at the top. How high above ground do they meet? J. K. SHERIDAN.

448. In Bryant's "The Winds," what is the meaning of the 6th, 7th and 8th verses? A TEACHER.

449. A paid B $2\frac{1}{2}\%$ commission for selling a farm to C, and C also paid him $1\frac{1}{4}\%$ commission. B gave his earnings to D to pay 4% commission, $\frac{3}{4}$ of the remainder to buy a pair of horses, $\frac{1}{2}$ to buy a wagon, and $\frac{1}{10}$ to buy harness. The total commission was \$179.40. Find the cost of the farm, horses, wagon and harness. G. T. CRANDALL.

ANSWERS.

423. A close study of the biography of Washington gives no account of his ever visiting the site of Cincinnati. JAS. F. HOOD.

426. See August (1892) No. of SCHOOL JOURNAL. J. M. KING.

428. "Victoria R. I." signifies *Victoria Regina et Imperatrix*.—Victoria Queen and Empress. LLOYD HOSHAU.

429. $\frac{42 \times 36 \times .60}{27} = \268.80 , the cost of excavating.

$\frac{156 \times 8 \times 1\frac{1}{2} \times 4 \times \$3.60}{99} = \$272.29$, the cost of the wall.

$\$268.80 + \$272.29 = \$541.09$.—Ans.

NOTE.—Masons always measure around the outside of a foundation, hence, the length of the wall is 156 feet. W. D. BOES.

430. The area of the board is 21 sq. feet, and its half is $10\frac{1}{2}$ sq. feet. Prolong the sides till they meet; there will thus be added a triangle whose altitude is 54 feet, and base 1 foot, and area 27 sq. feet. Half the board and this triangle will form another triangle, whose area is $37\frac{1}{2}$ sq. feet, and its altitude 54 times its base. But its altitude multiplied by its base is 75, or its altitude multiplied by $\frac{1}{54}$ of itself is 75. Hence its altitude is

$\sqrt[3]{54 \times 75} = 45\frac{1}{2} = 63.6396$ ft., and this less 54 ft. = 9.6396 ft. = the distance from the small end of the board. C. J. HUTCHISON.

431. 60° Fahrenheit is 28° above the freezing point. Hence,
 $28 \times \frac{5}{9} = 15\frac{5}{9}^{\circ}$, Centigrade.

$28 \times \frac{4}{9} = 12\frac{4}{9}^{\circ}$, Reaumer.

JAS. F. HOOD.

432. Let $100\% =$ real estate.

$3\% =$ 1st commission.

$97\% =$ proceeds.

$\frac{1}{100}$ of $97\% = 1\frac{7}{10}\% = 2d$ com.

$\therefore 1\frac{7}{10}\% = \265 .

$100\% = \$5406$, real estate.

$\$5406 - \$265 = \$5141$, cost of wheat.

$\$5141 + \$80 = 6426\frac{1}{4}$ bu.—Ans.

A. R. WILLIAMS.

CREDITS.

Andrew Martin.....	429-30-1-2	Jas. F. Hood.....	423-29-31-2
A. R. Williams.....	431-2	O. T. Crandall.....	432
M. Woolery	429-32	P. H. Byrum.....	431
J. C. Cunningham.....	431-2	M. Wiley	432
J. D. DeHuff.....	429-31	C. P. Gipe.....	429-31
Nettie Breese	429-31	B. P. Alexander.....	429-31
A. A. Lane	429-31-2	C. O. Self.....	429-30-32
J. D. French.....	431	C. L. Houck.....	430
Norman Simpson	429	C. W. Schleppy	431-2
Viola Noble.....	429	C. J. Hutchison.....	430
C. O. Dickey	429	A. Harrington	429
F. P. McCoy	429	J. H. Breckles	429
A. Reader	429	C. V. Steininger	429
Pearl Old.....	429	Lloyd Hoshaw.....	428-9-31-2
Chas. Waymire	429	A. Hudleson	429
Ida Leffel.....	429	Edith Hill	429
Mary H. Kelley.....	429	W. D. B.....	429
Louis Kolbe, (aet. 13).....	429	Clay Tites	429
J. M. King.....	421-6-9-31		

NOTE.—No. 436 in January JOURNAL should read "No. 11, page 219," etc.—ED.

MISCELLANY.

HENRY COUNTY's High School Round Table held its mid-winter session at Middletown, Ind., January 21. The morning was spent in informal discussion of the World's Fair exhibit. In the afternoon the visiting members were shown through the modern, commodious school building, which is a credit both to the town and to Prof. Sanders, the principal. Prof. Sanders is doing excellent work, as is evidenced by the well-filled libraries, cheerful, flower-adorned rooms, neat board-work and, above all, by his abounding, well directed enthusiasm: The afternoon session was occupied in discussing, (1) How Far the Department of a Pupil in Recitation should Affect his Grades; (2) Composition

Work and the Correction of Essays. All took an active part in these discussions, receiving many practical hints from Supt. Brown, of Spiceland, Prof. Sanders and others. The Association adjourned to meet in April at Newcastle.

THE "BIG FOUR."—Among the amusing incidents of the State Association was the meeting of the "Big Four" in the lobby of the New Denison—four teachers, closely resembling and close friends. The following are the names, height and weight: Supt. Carpenter, of Bloomington, height, 6 feet, 4 inches, weight, 225 pounds; Principal T. J. Bassett, of DePauw, height, 6 feet, 3½ inches, weight, 195 pounds; Supt. Starr, of New Albany, height, 6 feet, 3 inches, weight, 217½ pounds; Supt. Carnagey, of Columbus, height, 6 feet 2½ inches, weight, 247½ pounds, making combined height of 25 feet, 1 inch, and weight, 882½ pounds.

THE University of Chicago Monthly is a new magazine intended to reflect the life of the new, but already great, university. It will discuss all phases of higher education and will have the support of the faculty and friends of the institution. It is to be published at the extremely low price of \$1.

A BOARD of Lady Managers in Chicago have secured the use of the school building for lodging purposes for lady teachers attending the World's Fair during the months of July and August. Membership, \$2. Rate, 40 cents a day. Address, Mrs. S. Thatcher, Jr., River Forest, W. Chicago, Ill.

THE National Superintendents' Association will meet in Boston this year, Feb. 21, 22, 23.

DUBOIS COUNTY is going to the front in Reading Circle work. The Y. P. R. C. now numbers 964. Supt. Geo. R. Wilson is in the lead.

DELPHI is planning to establish a permanent "Normal and Business" course in addition to the regular high school work. Supt. W. H. Hershman is in the lead. Just like him.

MARTIN Co.—Supt. J. T. Morris, in his "Holiday Announcement" to his teachers, makes some pointed suggestions.

WAYNE COUNTY.—The annual announcement for 1892-3 shows the schools of "Old Wayne" in the front line. This county has been fortunate in having first-class superintendents from the first. The present incumbent, T. A. Mott, is a worthy successor to his predecessors.

THE University of Chicago has recently been the recipient of another million dollars from the generous hand of Mr. Rockafeller. This is Mr. Rockafeller's third million.

Errata.—There is a mistake in the subject of the the third part in the Primary Department for January. It should have been "Written Plans," instead of "Primary Language."

PRIMARY EDUCATION, published by the Educational Pub. Co., of Boston, appears in an entirely new form. It is larger in both size and

number of pages. Mrs. Eva D. Kellogg, who has been with the N. Y. School Journal for several years, has brought her skill and experience to this new field, with pronounced success.

PERSONAL.

JNO. G. KINNEMAN is skillfully directing the interests of the Burnettsville schools.

C. F. MCINTOSH a State Normal graduate, is Superintendent of the Oaktown schools.

WM. V. TROTH, of the State Normal class of '92, is Superintendent of the Wheatland schools.

B. A. OGDEN and JESSE LEWIS, both old Parke County teachers, are now students in the Chicago University.

JOHN MORROW has been a subscriber for this JOURNAL for more than twenty-five years. He is a reliable veteran.

W. H. FERTICH, of the Covington Normal school, has been engaged as one of the instructors in the Marion County Institute next summer.

WALTER M. WOOD, of Indiana University, will do institute work the coming summer if called upon to do so. He deals chiefly with scientific subjects.

WILL MORTON is serving his second year as Principal of the Sycamore schools. He will have a new building and additions to his corps of teachers in the spring.

J. S. KAUFFMAN, a teacher of twenty years' standing in Elkhart County, is now taking his first year's vacation in that time as a member of the House of Representatives.

C. J. ALBERT, manager of the School and College Bureau, at Elmhurst, has removed his office to 211 Wabash Ave., where he will be glad to extend courtesies to all teachers visiting Chicago.

S. E. MILLER, for so many years Superintendent of the Michigan City schools, has taken charge of the department of English in the new business college recently opened—Michigan City. Whatever Mr. Miller undertakes will be faithfully and efficiently done.

ANNA V. LAROSE, formerly Superintendent of the schools of Logansport, was married, Dec. 28, 1892, to Walter A. Osmer, chief engineer of the Indianapolis, Logansport & Chicago railroad. Mr. and Mrs. Osmer have our best wishes as they enter this new relation. May the future never be less happy than these early days of wedded life.

JAMES H. HENRY, late candidate for Superintendent of Public Instruction on the Republican ticket, was married, January 12th, to Miss Mary L. Stoker, of Martinsville, which is also Mr. Henry's home. Mr. Henry is recognized as a rising man in his profession. The fact here noted indicates his good sense and good taste. He has recently accepted the principalship of the Oakland City schools, where he is now at work.

C. D. BERRY, a prominent teacher of Wabash County, died at his home in South Wabash, Nov. 21, 1892. The immediate cause of death was heart failure, following typhoid fever. Mr. Berry commenced teaching in 1877. He graduated at the State Normal in 1886, and at the time his last sickness came upon him was a student at the State University, from which he also expected to graduate. In literary ability, in professional training, in power to organize, direct, and discipline, Mr. Berry was superior. Wabash County has met with a great loss in the removal of such a teacher. Our sympathy is with his sorrowing family. The sadness of farewell is always to those who are left behind, while the glory of the *new life* dawns for those who pass on before.

BOOK TABLE.

THE BREEDERS' GAZETTE, published by J. H. Sanders Publishing Co., Chicago, is, without doubt, the best paper of its class in this country. It is first-class in every department. Every live farmer needs it. Every live farmer will have it. The Christmas issue was a "beauty."

THE JENNESS-MILLER ILLUSTRATED MONTHLY, of New York City, is a paper that most ladies would enjoy very much.

THE December number [No. 56] of the Riverside Literature Series (published quarterly during the school year, at 15 cents a single number, by Houghton, Mifflin & Co., of Boston and New York) contains Daniel Webster's First Bunker Hill Oration and the Oration on Adams and Jefferson. The greatest lesson our public schools can teach is patriotism, and any school book which helps in keeping aroused this feeling of love of our country serves a good purpose and deserves success. In this spirit the publishers have put these two great orations of Daniel Webster into their Riverside Literature Series.

The NEW ENGLAND MAGAZINE of Boston, continues to rank as one of our best monthlies while its price remains \$3.00 a year. The following subjects are among those treated in the December issue and indicate a wide range: "The Builders of the Cathedrals," "The Republic of Peru," "A Bird's-eye view of the Saharas," "Can Religion be Taught in the Schools?" "The Spur of circumstances," "A Thought of Whittier," "How Civil Government is taught in a New England High School" etc., etc. It is always well illustrated.

THE SCIENCE OF DISCOURSE by Arnold Tompkins, teacher of Rhetoric, Reading and Literature in the State Normal School, has reached its second edition. This book covers the ground of the ordinary rhetoric but exceeds all other books on the subject in its scientific methods. The treatment is clear, concise and logical. It develops principles and thus avoids the necessity of re-stating formal rules. A person who has taught the old rhetoric in the old way for a quarter of a century can get a multitude of new ideas and suggestions by reading this book.

WORTHINGTON'S ILLUSTRATED MAGAZINE is a new venture in the field of literature. It is a literary magazine, but it is edited with special reference to the home. It numbers the best writers among its contributors. Mary A. Livermore has an article in January issue, relating her personal experience in "Ole Virginia" fifty years ago. The magazine is beautifully illustrated and comes at \$2.50 per year. A. D. Worthington & Co., New York.

A NEW SERIES OF ENGLISH CLASSICS FOR SCHOOLS is commenced by the American Book Co., Cincinnati and Chicago, in the issue of the following standard publications:

1. Macauley's Second Essay on the Earl of Chatham. 20c.
2. Sir Roger De Coverly Papers. 20c.
3. Scott's Ivanhoe. 50c.
4. Scott's Marmion.
5. Irving's Sketch Book (ten selections) 20c.
6. Shakespeare's Julius Cæsar.
7. Shakespeare's Twelfth Night.

It is the desire of the publishers to provide the gems of English literature for school use at the lowest possible price. These books are neatly bound with pasteboard covers and cloth backs. The print is clear and of good size, and they are excellent specimens of book-making.

THE STORY OF THE ILIAD as told by Rev. Alfred J. Church, M. A., has been printed in a convenient and cheap form by the reliable publishing house of Macmillan & Co., New York, for use as supplementary reading in schools. The Rev. A. J. Church has the happy faculty of weaving into delightful romance the hard facts of history, and in this Homeric story he is as charming as in any other of his productions. Uniform with the Story of the Iliad and making another volume in Macmillan's School Library is "A Book of Golden Deeds," by Charlotte M. Yonge, the charming author of "The Heir of Redcliffe." After discussing "What is a Golden Deed," the writer relates 50 stories of actions wrought, "hoping for nothing again," which she considers the test of a golden deed. This book of Golden Deeds could be used with great profit by teachers in their opening exercises, for each story is an exemplification of the true Christian spirit, "He that loseth his life for my sake will find it." Price of each 50c.

AT SUNDOWN is the appropriate title of a little book containing the hitherto unpublished poems of John G. Whittier. It contains a fine portrait of Whittier, and eight charming and appropriate illustrations by Mr. Garrett. The illustrations resemble etchings. It is beautifully printed and bound in white and gold. For a holiday present nothing could be more beautiful and few things would be more acceptable. Price, \$1.50. Houghton, Mifflin & Co., Boston.

GEOGRAPHICAL READER—Fourth Book, Part II—"The Land we Live In," by Charles F. King. This book mainly describes the southern, middle and central states. The Cartnell family make the journey from Florida through the southern States up the Mississippi River, to Pitts-

burgh, to Boston and then west again to Chicago. The members of this family are very observing and we have in this book the result of their observations told in a charming manner. The cotton and rice fields, the iron furnaces, the oil-wells all come under their observation and the reader sees with their eyes. A review by poems is an attractive feature of the book. Too much praise cannot be given to the make-up of the book. The children of to-day are to be envied. Lee & Shepard, Boston.

STUDIES IN ENGLISH GRAMMAR is the name of an old book made new by Silver, Burdett & Co., of Boston. The foundation is Welch's Lessons in English Grammar a most excellent book. The editor is Mr. J. M. Greenwood, Supt. of the Kansas City Schools, who has a high standing among the educators of the country. The essential features of the original text have been preserved but the editor has re-written many chapters, enlarged others and re-cast and re-arranged the entire work. Those who know the editor and the publishers do not need to be told that the book is abreast the best thought in its line, and that its mechanical features are all that could be asked.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

S. R. WINCHELL has a new method by which he proposes to furnish quarters for people who visit the Columbian Exposition. See his adv.

A JONES, of the Marion Normal school, has joined a real estate enterprise with his school work. Read his adv. on the 4th cover page. Possibly you can help him, and make some money for yourself at the same time.

WANTED—Representatives to visit schools in the interest of the WORLD'S FAIR EDUCATIONAL ASSO. 50 Thorpe Blk., Indianapolis, Ind. 2-1t

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

B. A. BULLOCK, for several years a teacher, is now manager of a Mercantile Agency, with headquarters in this city. Gentlemen who desire to change from teaching to a more profitable occupation will do well to address B. A. Bullock, General Manager, Indianapolis, Ind. 10-tf

THE GREAT NORTHWESTERN HOTEL for the accommodation of visitors to the World's Columbian Exposition, Chicago, Ill. Advantages afforded to members: New hotel near grounds, reduced rates, easy payments, easy walking distance from the grounds, enabling persons who are

fatigued to easily reach their rooms, the privilege of occupying rooms at any time by giving ten days's notice. Terms.—A membership ticket for \$2 will entitle the holder to the rate of \$1 a day, providing such member secure 10 days' privileges, paying for the same on or before Feb. 1st, 1893. Upon receipt of above payment a certificate will be issued guaranteeing the above privileges. Location is on Madison ave. and 68th streets, three blocks from 67th street entrance to the grounds. Hotel will accommodate one thousand people and will be run on the European plan by a landlord of long experience, prices for meals guaranteed to be moderate. The great Northwestern will be first-class in every way with all modern accommodations. It is especially intended to make this hotel a pleasant headquarters for Indiana teachers and their friends, and they are rapidly securing memberships. Only one-fourth the capacity of the hotel will be sold. Rates to other than members will be \$2 per day.

References: Editor of SCHOOL JOURNAL, L. H. Jones, Supt. of Public Schools; G. W. Hufford, Principal of High School No. 1; M. E. Vinton & Co.; Charles Martindale, Atty.; R. O. Hawkins, Atty; Rough Notes Insurance Journal; A. M. Sweeney, Reporter of Supreme Court; Fletcher's Bank, all of Indianapolis.

For further information, address Edgar J. Foster, Gen. Agt. for Ind., 25 East Market St., Indianapolis, Ind.

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PRESENT TENDENCIES IN EDUCATION.*

W. W. PARSONS, PRES. STATE NORMAL SCHOOL.

The educational practice of any age or any people, like every other aspect of practical life, rests on a theoretical basis. The concrete life of any epoch or nation, like that of the individual, ultimately presupposes certain fundamental conceptions regarding the origin and destiny of the world, the function of human institutions and the abiding significance and aims of human life. There is a national consciousness, even a world consciousness, not less truly than an individual consciousness. And, as the whole outward life of the individual is the concrete embodiment of his internal aspiration and purpose, the institutions and activities of an epoch or a people may be regarded as the realized consciousness of that age or people. The aggregate thought, aspiration, motive and purpose underlying these practical activities constitute the spirit of a people. And since the school is looked upon as the one great agency for preparing the individual for

*Read before the State Teachers' Association, December 29, 1892.

the institutional life he is to live, it will be found that educational theories, systems and practices are always the outgrowth of the national spirit. Whoever, therefore, would see the deepest educational drift of this great age must look below the temporary and conflicting movements of the surface, and discover the current of philosophical and ethical thought which ultimately determines the relative permanency of educational trends and movements. This address seeks, not to point out the numerous, shifting and contradictory activities in the present field of education, but, if possible, to deal with the two or three most fundamental elements in the spirit or consciousness of our time which are conceived to be the most potent in determining the permanent general trend of education.

Again, to see accurately any stage of development in a growing subject, account must be taken of its antecedent phases. It must be seen in its historical perspective. Modern science and philosophy have taught us that the truth is not always grasped in fragments, but in totalities. The cell, the vegetable organism, the animal, man, the planetary system, the political or social organization all alike must be studied in their complete life history, if we would know them in their true significance. The educational tendencies of the present, with their theoretical ground, will be best understood by some reference to the conditions which preceded these, and by some account of the most salient aspects which the history of educational thought and practice exhibits. For the present purpose it will be sufficient to call attention to three great phases of the race consciousness or spirit, with the educational thought and systems based on these. These may be denoted, first, the Oriental; second, the Classical; third, the modern or Christian. Only the

most general statement can be made as to the central elements of thought and education which each contains.

The early Orient reveals man lost in the contemplation of nature in her sensuous aspects. He is bewildered by her manifold and ever-changing phenomena, and lost in wonder at the display of forces whose nature and laws he in nowise understands. Nature and spirit are not yet differentiated; the universe is independent and self-existent. Every object is an unrelated and independent being. No necessity is felt for a spiritual principle above all things, pervading all and uniting all into an orderly, coherent and rational whole. The world is a chaos, not a cosmos. There is no consistent and true principle which imparts stability, order and law to the external world. The world is bound in fate, or is the mere sport and caprice of unknown and unknowable agencies. Reflection has not yet begun; in this chaos of independent, sensuous existence man dreams; he does not reflect. His characteristic activities are those of the sensuous imagination and the fancy. It is revery, not reason.

The political and social systems, too, patterned after nature, take little account of the individual. He exists for the whole, is at best only a social atom, having no independent significance. He is a mere bubble on the surface of the social sea, to break in a moment and disappear utterly and forever from the realm of being. The Orient has no adequate thought of God, no rational explanation of the world, no clear consciousness of man's true nature and destiny.

From this unreflecting and inadequate view of the world, man and human institutions, it would be easy to deduce the education of the East. Manifestly, here everything would be unfriendly to the free unfolding of man's whole nature. Education is characterized by dead

formalism. Everything is prescriptive, lacking that freedom, naturalness and spontaneity necessary to healthy human development. Free, untrammelled, independent inquiry is unknown, and in its stead are mechanical drill, verbal memory, slavish obedience to authority and parrot-like training in established custom. Education seeks to fit the individual for the conservative, traditional social customs and usages which surround him: He is to find his place in the established governmental and social order about him, and without effort to change these, is to yield unquestioning obedience to all that custom and tradition prescribe. Even in Judea, where God is recognized as an eternal and absolute being, supreme spiritual governor of the universe, man's freedom was very imperfectly recognized. Obedience to God's command, simply as authoritative direction, was the great thing insisted upon. Man did not realize that these divine commands were equally the injunctions of his own highest nature, and that in obeying them, he was subduing his own arbitrary self and putting his caprice and willfulness under the control and direction of the rational element within his own being. The education of the Orient is based upon a philosophy of God, the world, human institutions and man which cannot permanently obtain in the world of thought.

In the civilizations of Greece and Rome the western theoretical world begins. To the Greek mind is first presented the question in a philosophic spirit, whence all, whither all? The Greek seeks to penetrate the mystery of nature and reach her inmost meaning. With the Greek begins philosophic reflection. Intelligence, mind, spirit in some form he feels to be the essence of the finite world. The Greek consciousness peopled the sky, the woods, the mountains, the valleys, the seas with all

grades of intelligent beings. Gods and goddesses innumerable peopled the earth and the sky and more or less fully directed human affairs. Conceived as possessing transcendently beautiful human forms, they become the national ideals of education. Man ever strives to grow into the likeness of his gods. Greek education sought to transfigure human individuality into the form of the divine. Complete physical perfection, the keenest sense of beauty, appreciation of nature's rhythm, harmony of soul, subtle reflection and a generous, manly bearing are the ends sought in this epoch of culture. The student of education will find in the partial or inadequate conception of culture held by the Greeks much to challenge his admiration.

In the Roman consciousness the state becomes the chief object of concern. The realm of Roman activity is the world of reality, of affairs. The state is to be preserved as against all other nations, and the individual is to be secured in his property rights. The state as the permanent and substantial organization of society, and the ownership of the products of individual industry and will are the predominant elements in the Roman thought. Free culture, æsthetic training, physical and mental development, are all subordinated to the practical, utilitarian aims of life. The state is to be defended, the national boundaries enlarged, roadways are to be built, sewers and aqueducts constructed and the fruits of personal will and activity secured to the individual. The harsh Roman consciousness had hardly any place for God, human freedom, liberal art and generous culture. Military training for offensive and defensive activity, endurance, inurement to hardship, valor, patriotism, legal justice, sacredness of law and contract, private ownership, above all the supremacy of the State—these are the elements of Roman education.

In the fullness of time another ideal of culture breaks upon the world. Christ is born. A new thought of God, a new view of the finite world, and a different conception of man in his essential nature and destiny are given to the race. The Principle of the universe is an absolute spiritual essence filling all time and all space, pervading all being, upholding and supporting all, the righteous ruler of the universe—God, the father of spirits. The material universe is no longer an external form without significance; it is God's thought made objective to himself, and thus revealed to man. The Principle of the universe is a self-revealing, spiritual personality whose essence is reason. Man himself is the spiritual image of God, the highest finite reflection of the absolute Principle of the universe. But he is also a finite, natural being as well; his true nature is not possessed by birth, except implicitly. His infinite nature, possibilities and destiny are to be achieved by life effort. A universe of realized reason to be seized by man's inherent rational nature, enthroned in the heart as true principle of action and lived in the daily life—these reveal the new meaning of life and education. This is the true new education. The humanitarian ideal of culture rejects the Oriental training of the individual for a prescribed place in the social system; it is at variance with the Greek ideal of æsthetic harmony; the Jewish conception of unreflective obedience, even to God, is obnoxious to it; it aims at nothing less than the complete transformation of the finite, limited, natural human being into a being of complete theoretical and practical reason. Spiritual perfection, complete emancipation from all the caprices, idiosyncrasies, arbitrariness and unreason of all forms, is the ethical ideal of human education which the modern world has set up. The slow growth and acceptance of

this conception of man's destiny, in the face of the world's opposition and in spite of many temporary reversals, need not consume our time. It is sufficient that this ideal has dominated the education of the western world for nearly twenty centuries, and that we are in the midst of this new world spirit. At the dawn of the twentieth century of this new era, where do we stand, and in what direction are we moving? What are the educational doctrines or ideals of to-day that most surely indicate and determine the drift and trend of education?

The most positive and general conviction of the modern world on the subject of education is the necessity for universal education. Never before in all the history of the world has any such concensus of human judgment existed touching the necessity for universal human education. No such unity of opinion has ever existed in the minds of men on any question as now exists in regard to educating all men. The view now permanently obtains that both sexes alike, all grades and classes, people of every color and condition, must be educated. In the reaction from the Oriental practice of educating only the priests, the warriors, and the upper classes, and from the classical custom of limiting education to the wealthy freemen, the modern world sees the solution of its problems in the education, the enlightenment, and the uplifting of the entire citizenship. Man is by birth into society possessed of powers and capacities in germ which nothing short of thorough training can put him into full possession of. His capacity for unfolding is the ground of his right to education. The world is at work on the experiment of instructing and training all members of society. The leading nations of the world—France, Germany, Italy, Austria, England—are yearly making increased appropriations for the proper instruction and

training of the masses. The school systems of the world are expanding, increased facilities are being provided, teaching is rapidly coming to be regarded as an honorable vocation, if not profession, and intelligent interest in the cause of systematic human training is becoming more widespread.

The nations of the world see in the education of all classes the solution of their troublesome social and governmental problems. The positive tendency in the enlightened world of to-day is toward universal education. Men are to be educated because they are men. Every child is a child of God, having in his inmost nature a divine ideal which it is the function of education and life to develop into fixed, settled reality. All are to be trained because all are alike children of a common Father, and have a like nature, common needs and a common destiny. As all are equal before God, so all are to be equal before the law and to have equal opportunity in the race of life, so far as society can make this condition. The demand for universal education is based on the great Christian doctrines of man's essential unity with the divine, his infinite nature and destiny, and his substantial equality with his fellows. The most significant, educational fact of our own time is the almost universal conviction that ignorance is a menace to modern civilization, and that man as man must be educated and trained for intelligent life activity in the modern institutional world.

As a second tendency in the education of the present may be noted the growing acceptance of that view which regards the being, the individual, as the center and object of all educational effort. In contra-distinction to the Orient and to the Classical world, modern society places infinite emphasis on the individual. The school, the State and all other institutions exist for the

individual. They are the agencies or instruments which he has created for his own development and perfection. His better self, his rational nature, has found utterance in these institutions of civilization, and those who are charged with the administration of them are to promote the advancement of the individual as the one controlling function of the institution. The dignity, the worth, the nobility, the essential freedom of man—these underlie the school and all the institutions of modern society. Current education rejects that view which looks to the preparation of man for a prescribed place in an unchanging social order; it seeks rather to give him the largest degree of freedom consistent with the preservation of institutional life, and to equip him for the most helpful participation in the world activity about him. The conservatism, the traditional restraints, the repression of genuine individuality in the Oriental systems are fast disappearing, and with the one-sided systems of the Classical world, are giving place to the free culture, the all-sided training and the unrestrained development of individual life.

Whatever education may propose to do or not to do, we feel that its central and fixed aim must be to promote the general unfolding of the being it deals with. Taking the child in his ignorance, caprice and willfulness, the school by its wise, systematic dealing, must hand him back to society at the end of its course, started at least along the great lines of human culture. The spirit of the present age demands a culture and training which shall preserve, and respect, and foster the true individuality of every child. It is not the true function of the school to mould the individual as passive material into prescribed pattern form, but to stimulate the unfolding of the divine ideal, which by birth he has in him, into

fullest and freest reality. The consciousness of this age requires that all educational ends and methods shall be based on and constantly keep in view the essential dignity and nature of the individual. The school, the teacher, everything is for the pupil. I give it as one of the deeper movements in education to-day that the recognition of the individual as the permanent and central factor of the process is becoming more general and vital.

This acknowledgment of the validity of the individual manifests itself in many of the more outward aspects of the educational work of the day. Courses of study are planned and modified to meet individual needs. There is less rigid adherence to exactly prescribed lines and subject of study, and more of a disposition to study individual needs and desires and to adapt the work of the school to these. Larger liberty is permitted in the election of courses. Instruction and discipline and the entire work of the school show a disposition to respect the independence, the manhood, the dignity of the individual as never before. The true individuality of the child in all his manifold nature is sought more directly and consciously in the education of to-day than ever before. The spirit of authority in instruction and discipline is disappearing, and the teacher is coming to regard it his main function to stimulate the free, all-sided activity of the person he seeks to educate. This new ideal of culture is rapidly making over our educational theories, systems and practices. It has taught us that power, not acquisition merely, is the permanent aim of education. The judicial spirit, the scholarly attitude toward the reality, the subjugation of prejudice, and the complete elimination of personal bias, these count for more in the world of thought than mere erudition. The exercise of verbal memory in the learning of texts is giving way before

the spirit of free inquiry, which seeks to study at first hand the reality for itself. That tyranny of thought which in former ages prescribed for the student's awakening intelligence his views and convictions on all scientific, historical and other subjects, has permanently lost its hold in educational procedures, and the student is brought into direct contact with the materials of observation or reflection which he is to master. The education of the present seeks not immediate ends of direct acquisition, but to equip the student for a life of independent, self-reliant search for the truth. To give the student the possession of his faculties, to put him on his intellectual feet, to give him the spirit and the power of independent investigation, these are the main elements in the current educational consciousness.

I name as a third element in the spirit of this epoch of the world's history, the theistic tendency. And this most fundamental element in the consciousness of the age is in unsuspected degree moulding the world's education. The enlightened race consciousness of this day is, it is maintained, proudly and deeply theistic. That is a mistaken view, in my opinion, which regards this age as essentially atheistic, pantheistic, materialistic, or even agnostic. It is theistic. While men differ perhaps more widely than ever before on all questions relating to the method of the unfolding of the world, it is yet true that the common instincts of the race turn to a supreme spiritual principle as the only adequate explanation of the existing world-order. The unaided reflection of the untrained mind and the dialectics of the philosopher alike point to a solution of the natural world that is above nature. Modern science has exhibited the harmony, the order, the coherence, the method that are in the world about us, but, as science, attempts no ultimate theory of

the world. Philosophy and theology, as well as the common reflection of men, see behind this effect its sufficient cause; they assert as a necessary condition of this rational world order an intelligent world orderer. As sectarianism and dogmatic theology have receded, the consciousness of an absolute spiritual principle as the only adequate explanation of the universe has asserted itself in the mind of the race.

This deep, underlying world theory is the logical ground of any true theory of life and human education. All life is profoundly ethical. All education must be in its final outcome ethical, deeply ethical in its influence upon the individual. Modern methods of teaching and study and the spirit which attends the work of the school are fitted as never before to emphasize the ethical element in education. All true study of mathematics must reveal a mathematical order in the world, in the presence of which the caprice of the individual must yield. The heart of ethical culture is the subordination of the arbitrary self to the valid reality external to the subjective will. History reveals unmistakably a moral order in the world, and it becomes the main function of this branch to awaken in the student the consciousness that the government of the world is for righteous ends. All truly educative teaching of science, literature, art, history and mathematics will necessarily lead the student to a recognition of the orderly, systematic nature of the world he is in, and will reveal to him the supreme necessity of conforming his thoughts and life to this rational world order in which he lives, and moves, and has his being. That it is a manifest tendency in the education of this time to look beyond the immediate, superficial facts of the subjects studied, to the rational theory of the world and of life which all substantial subjects of investiga-

tion point to, can hardly be doubted by the careful student of current educational theories and methods.

I have chosen to state as briefly as possible what seems the fundamental tendencies in the education of the present. No time is left in which to call attention to the many educational movements of the day which grow out of and reveal these deeper lines of advance. The revival of physical culture, manual training in connection with general education, the new literary spirit, the spread of the kindergarten idea, the dominance of science and the modern spirit of nature study, the general decadence of verbal memory work in the school and the disposition to acquire knowledge at first hand, the multiplication of educational facilities the world over, the growing sentiment in favor of requiring all to be educated in some degree—these and all the more obvious educational movements of our time rest fundamentally on a modern view of God, the world, human institutions and human destiny. The great elements of the educational consciousness of this time, and which foreshadow the education of the future, are the three given, namely: first, the demand for universal education; second, the requirement that education shall derive its significance and its whole method and procedure from a profound understanding of the nature and destiny of the being educated; and, third, that all educational effort shall look toward a development of the ethical nature of the being that is, a cultivation of his inherent rational nature that shall prepare him for the most helpful participation in the rational world order about him.

PRIMARY DEPARTMENT.

(This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.)

PRIMARY HISTORY.

The basis the child has for the study of history was noticed in the preceding article. Before he ever enters the school-room door he has been meeting and finding his larger self in the family and community where he lives, and it is the business of the school to direct and supplement his unfolding in that particular line.

The three units in which the completed round of historical growth is found are the individual, the community, and the state; the first the simplest, the last the most complex. It is usual in the study of history in our schools to begin with the most complex, the nation, and to make this the main line all the way through and the work done with the individual and the community merely incidental. It seems more in keeping with the degree of difficulty in the subject-matter to begin with the individual, (biography,) as a main line, and both of the others incidental; then the community as the prominent element with the individual and nation incidental; and finally, the nation will constitute the main line and the other two incidental.

The simplest kind of work on the individual is, of course, just what the child himself experiences; a little more difficult may be the life of some prominent man in the neighborhood. It may be a man whom he knows by sight and of whose life he knows many particulars. But from the very fact of his own experience being so familiar, and the presence of this noted man also so well known, it may be the very familiarity of these will render them of little interest. The child is interested in

the strange, new and wonderful rather than in familiar facts of daily occurrence. So the best adapted phase of biography to children consists in taking men prominent in some special line and whose life will involve the element of newness or strangeness. But this must be seen, that in studying, say George Washington, the child must continually use his own experiences in business, church, State, school and social life; his own ideas of home necessities and comforts, manners and customs to picture properly the life of this man. That is, before he can picture the house in which Washington lived as a boy he must notice houses about him; when told how this man dressed when a boy, what games he played, the kind of services he found at church, and all the details that must be brought in to make the picture complete—all these can be correctly pictured by the child only by observing his own home surroundings. Exact images or pictures given by imagination result from exact observations of similar things.

The first question the teacher meets in arranging a line of history for children is, "Which is the great end I wish to make clear, the events and men in themselves, or the growth or development of the people which these events and men indicate?" If she decides it is the former, then many particulars of these, although having no direct or important bearing on the institutional growth will be taken if they seem to have formed quite a part in the man's life. But if she decides it is these features of growth, ideas of development, that in the end must be clear, (and, of course, the events and individuals will also be clear) then what may be seemingly little things in the man's life, if they hint some great idea, will be dwelt upon. This will be clearer hereafter. No matter which view the teacher adopts she must of

necessity bring out both ideas, the event, (or individual,) and the ideas of growth in institutional lines. In one view she will emphasize the event and slight the growth indicated, while in the other she will emphasize the growth and slight the event itself. Let us assume for the discussion here that the second view is the more true, helpful view of history.

Then we wish to teach the men we select in such a way as to show this growth the human race has been and is still making to reach its highest destiny. This growth, as said several times before, is in the lines of education, religion, government, social life and business. Our primary history beginning, probably, the first or second year of the child's school life, is to begin to unfold to the child this five-fold nature and growth as embodied in certain individuals. And those individuals are to be selected that most clearly show this development. Let this point be emphasized here. When we select men about whom to tell the life story to our children, we are not going to make one mistake that has long been made, and that is of selecting those only who have been prominent in the State or government. The children should be led to see that it is not necessarily the *summum bonum* to become president of the United States. It is not the *institution* in which a man is prominent that makes him a worthy man, but it is the way he thinks and acts in that institution. Let us present ideals in each of the five lines and show to the children men who have been men in the truest and best sense in business, church, social life and education, as well as in the State. Let us make them see that it is not the particular kind of work in which a man or woman, boy or girl, is engaged, but the spirit of conscientiousness, earnestness and thoroughness he puts into it that in the reckoning finally counts.

Make the children see that it is as worthy to be a James Watt, who thought out and gave us, partially at least, our steam engine, who sacrificed money and years of his life for this end, as to have been a John Adams or an Andrew Jackson. Is it the best thing to make a child think Benjamin Harrison is a greater man than Thomas Edison? The world cannot get along without either; it must have its statesmen, but, just as truly, it must have its inventors, who pave the way for untold phases of business and social life.

George Peabody was a great success as a banker and accumulated a vast sum of money, but which was the greater—Peabody the banker or Peabody the philanthropist? The world has certainly been made better by his strict integrity and far-seeing business sagacity, and has it not also been made better by his establishment of a Peabody Institute at Danvers, Massachusetts, by a gift of a million dollars for a school of science in Baltimore, by the erection of dwelling houses for the working-classes in London, and by his financial aid toward the education of the negro in the South? Which of the two "Peabodys" is the greater—the banker or the philanthropist? Put the question to a child.

So in the selection of men for biographical work. Let them come from every phase of our manifold life, and let them in each case be such as will show two things, first, such men as will show clearly the progress made along the five lines of growth, and second, such men as will help the child to set up the highest ideals of character in these different lines.

It is possible to find men of the present time who may be selected as typical, probably, of all phases of institutional life, and men that will set before the child in many ways ideals of character. (It must be remembered that

very few individuals, indeed, can be found whose lives are wholly ideal. We must emphasize the good; say little about the evil.) James G. Blaine might be selected to show the State; Thomas Edison and Andrew Carnegie for the business; Phillip Brooks and De Witt Talmage for the church; W. T. Harris for education; Philip Armour for the philanthropic side of social life; W. D. Howells and Harriet Hosmer for the artistic side of the same. But these men only show institutional life for the present and the last fifty or sixty years. Very little idea of the changes or growth of the people can be gotten from this. A biographical line should be arranged to begin with prominent people of a long while ago. For example, John Winthrop may be the first taken to show the State mainly, then Thomas Jefferson, then Abraham Lincoln, and finally James G. Blaine or Benjamin Harrison. This will show the *development* in civil freedom. For the church, Roger Williams may be the first studied, or Martin Luther, and the last some one of the present time. Why not the one of the present time first? Because for the sake of interest the child must see something very different from that to which he is accustomed, and the one farthest back in time is best for this novelty, this strangeness.

If the teacher were telling the story of Winthrop, she would tell all about the kind of house in which the Plymouth people lived, how they dressed, what they ate, how they obtained their food, the kind of arms used and the queer ways of plowing the ground and sowing the seed. She would make clear how and what they bought and sold, means of traveling and of communication, their religious ideas and church services, and their simple political duties and privileges, and Winthrop's connection with all. The teacher shows how

Winthrop lived when he was a little boy and a grown-up man, and how different all these things are now. At each point the children are led to compare those primitive surroundings and conditions with corresponding ones of the present and note the difference. They will note the fact that the change has been for the better, completer living of the people.

PRIMARY LANGUAGE.

There are really three phases of both description and narration. The first of each is the writing about the object when it is present (the simplest); the second, writing about an object which was examined some time previously, but which is now absent, a little more difficult; and the third is writing about the object as one imagines it to be, creating ideal conditions, etc., etc. This last is the most complex of the three, and a very important element. It gives the child an opportunity to create his little ideals of beauty under the direction of the teacher; it is a systematic effort to help the child to create new worlds for himself and to people them with creatures of his own liking.

Of these three kinds or classes of description and narration, the first of each is of most importance. The first great step is for the child to gain the habit of examining every object accurately and just as accurately telling what is seen. This cannot be insisted upon when the object is not present, as is the nature of the work in the second phase. The third, imagining an object either as how it is at any one time or imagining the changes through which it has passed, and many other varieties of the same idea is second in importance. The second phase, in which memory is the predominant mode of thinking, is the last.

But it must still be borne in mind that in each of these phases of description and narration there is this further idea—in the writing of each there is an intellectual, emotional, or volitional purpose. If you or I or anyone should describe a scene or narrate an adventure, it is to make our readers or hearers know some fact before unknown; have certain feelings of sympathy, remorse, pity, hatred, love, (or others;) or to stimulate the person addressed to some kind of action. As the children say, "it is to make someone *know* something, *feel* somehow, or *do* something." This introduces another element to be taken into account in arranging the language work. The following outline may make it more clear:

I.—Description.

1. When the object is present.
 - (a) Written with intellectual purpose.
 - (b) Written with emotional purpose.
 - (c) Written with volitional purpose.
2. When the object is not present, but was previously examined.
 - (a) Written with intellectual purpose.
 - (b) Written with emotional purpose.
 - (c) Written with volitional purpose.
3. When the object is changed by imagination or entirely constructed.
 - (a) Written with intellectual purpose.
 - (b) Written with emotional purpose.
 - (c) Written with volitional purpose.

II.—Narration.

1. When the object is present and undergoing the change.
 - (a) Written with intellectual purpose.
 - (b) Written with emotional purpose.
 - (c) Written with volitional purpose.
2. When the object undergoing the change is absent.
 - (a) Written with intellectual purpose.
 - (b) Written with emotional purpose.
 - (c) Written with volitional purpose.
3. When a familiar object is imagined as undergoing its changes, or when it is an imagined object undergoing imagined changes.
 - (a) Written with intellectual purpose.
 - (b) Written with emotional purpose.
 - (c) Written with volitional purpose.

This does not mean that primary language work *must* include all suggested in this outline, but it does mean that all the language work to be done is found in it and sustains the relations indicated. The teacher must see exactly the condition of the class, see the relative value of different phases of the work and adjust accordingly. For example, she will try to see which is the better—to describe the object when it is present or when it is absent. She must see the child must be able to do both, but if the first is done well, the second will largely take care of itself, and it is impossible to do the second one well unless the first has been so treated. So she resolves to have but few lessons, comparatively speaking, of the second kind wholly.

One word more should be added on this point. Simple narrations should be begun long before the work on description is finished. Simple narrations are easier than complex, systematic descriptions written with the emotional and volitional purposes. So, also, there should be a hint of exposition work before taking up technical grammar. This is not distinctively primary work, but grammar deals so largely with general ideas that some special exercise in getting them, the process of finding common elements, should be pretty clearly seen.

The discussion of language work seems almost limitless and the definite nature of each phase, and some particular ways of doing will, in the main, have to be left to individual teachers, yet a few devices will be suggested. Suppose the object to be described is a particular six-inch high, flowered, cylindrical china vase. First, the children want to feel they are describing it to an *absent* person and, if the teacher desires them to work with the intellectual purpose in view, they also know they are going to write "to make this *absent* person *know* how the

vase is or know about it." The first assignment may be "What things will you tell about this vase in the light of the selected purpose, and why will you tell them?" They come to the class and say they will give the purpose, for instance, since that will help the person to know how it is. The teacher does not see how the purpose will assist, and the child says, "Because this vase is to hold flowers and to be ornamental and the person has a better idea of it by knowing this than if he did not know it." They name material, size, shape, weight, color, flowers, etc., all the qualities they can find that should be told. The second lesson may be to arrange these attributes in the best order in the light of the purpose and also to see which should be treated together, to make some absent person know how this vase is. After they, in a second lesson, perhaps, have decided the order in which they will state these different things, then comes the writing itself. Remembering they are to make an *absent* person *know* just how this vase looks, they will continually employ the principle of clearness. They must be accurate in measuring its height, its circumference, the exact shade of the bluish white of the china, just the kind of flower and leaf—every point must be in exact accord with the object.

After these compositions have been read, suggestions are made as to other better words, position of phrases, clauses, etc., the punctuation and capitals in the light of the purpose selected. After all this has been done and a few language lessons of a different kind introduced for variety, the work of describing may be taken up with the idea of making an absent person appreciate the beauty of the vase—the emotional purpose. The process would, in the main, be the same as given when the purpose was intellectual. But they may omit some of the

attributes this time, or slight them, because they do not help especially to give the attribute of beauty. They will probably say little about the weight (since it is not a thin delicate vase) and emphasize the delicate blue color with the contrasting red and green of the flowers. They may say little of its exact shape, as it is hardly as pretty, being a perfect cylinder, as it would have been were it a little change from this type. Here in the writing itself it is desired to put the different qualities in the very smoothest, roundest sentences, using such words and positions that help to bring out the quality, "elegance."

It is hardly necessary to suggest a way of proceeding when the purpose is volitional. The process in the main is the same. Now if the selected volitional purpose was "to make an *absent* person *buy* the vase" many of the same attributes would be emphasized that are prominent in the two preceding phases. The child may add many peculiarities of his own. For instance, a child said in writing about a small cream jug, "This is just what you wish as it holds just cream enough for your family;" another said: "This cream pitcher matches in both color and form the set of dishes you have and of which the creamer is broken." There is abundant opportunity in each phase for the child to exercise the greatest freedom in his compositions. It does not hamper, pervert or thwart his own individuality, but directs it all along logical, systematic lines.

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools.]

A GRAMMAR LESSON.

The teacher held in view of his class a stick of crayon used in schools. He asked the class to think the attri-

butes of crayon. After a pause he called on individuals to express the attributes they had thought. As they expressed them he wrote the words on the board. The following are some of them: *White, brittle, short, round, light, in your hand.* He placed it on the desk and it rolled off and fell to the floor and broke. The pupils then gave *rolls, fell, broke* as words expressing attributes of crayon. The teacher quietly accepted all these and many others. He *said* very little, but he *did* a great deal. He made his pupils think.

He next asked for some words that might express the object to which these attributes belong. He received *crayon, chalk, it, that object.* These were accepted without objection or explanation. He then asked a pupil to step to the board and show by words which attribute he thought of crayon. "This must be done so that if a stranger were to step into our room at this moment he would know just what you mean," said the teacher. The pupil wrote the word *white* on the board. The class claimed that the stranger referred to by the teacher would not know whether he thought white or not, and if he did he would not know what the pupil thought *white* about. The pupil at the board saw the justice of the criticism and wrote: "The crayon is white." He was then asked to tell what part of his sentence expressed the object thought of. He said: "The words *the crayon* express the object thought of." The teacher then asked him what the word *is* shows. The pupil said that it shows that some one *did think* white of crayon. Another pupil said that it seemed to him to express the relation the mind saw between the attribute white and the object crayon. Another said that it expressed the judging act of the mind. There were other statements in regard to the use of this word, all showing that the pupils were

doing some clear thinking. They were seeing and expressing a difference between the thing and its sign. The thought that gave rise to the sentence had been analyzed in a simple way, and they had not been bothered with definitions or questions foreign to the subject. They had seen how this sentence is adapted to express this particular thought. They had seen the universal attributes of the sentence, but they were not told so. This was left for them to find out. We suppose that the teacher will some time ask them to give the elements that every sentence has. He was not ready for this to-day. Teachers need not feel that they must exhaust every subject they try to teach. Present enough to leave a tendency to know more and think more.

He had several pupils give sentences expressing what they thought. Each pupil was asked to explain his sentence, showing what part expressed the object thought about, which expressed the attribute thought of the object, and which expressed the "thinking act," as some wished to call it. At first the sentence had three distinct parts to express the three distinct parts of the thought that gave a need for the sentence. We were wondering what would happen if some one would present the sentence, "The crayon rolls." The sentence came while we were thinking about it. The one who gave it said it differs from the others. The teacher said "yes." This did not help the pupil much. He said, however, that he was certain that the words "the crayon" express the object thought of. He was also certain that the word "rolls" expresses an attribute of the object crayon. He was sure that he thought that action as belonging to crayon. All these certainties were brought out by a few short questions from the teacher. The only thing the pupil was in doubt about was how his sentence

shows that he *did think* the attribute rolls of the object crayon. This seemed to bother the entire class. The teacher said: "Think of this expression, 'the crayon rolling,' have I expressed an attribute of crayon?" The pupil said that he had, but that he had not *asserted* it. We assume that you thought rolling of crayon. Teacher—"When I say 'the crayon rolls,' are you *certain* that I thought the action of crayon?" Pupil—"Yes, sir." T.—"What difference do you see in the two expressions?" Several were anxious to answer. One said that she saw a difference in the form of *rolls* and *rolling*. Another then said that the form *rolls* does two things—it expresses what you thought and also shows that you *did* think it.

T.—"How many ways have we expressed the parts of our thought?" P.—"By using words for each part and by expressing two of the parts with *one* word." T.—"Which two parts have we expressed with one word?" P.—"What we think and the judging act of the mind in thinking it."

This work was followed by these statements: That part of the sentence which expresses what we think about is called the subject of the sentence. The part that expresses what we think is called the predicate of the sentence. The part that expresses the judging act of the mind is called the copula of the sentence. Sometimes the predicate and copula of the sentence are combined in one word.

The pupils were asked to bring original sentences illustrating these parts for their next lesson. They were to prepare two sentences having one word for each element; two with word modifiers in subject and predicate, two with phrase modifiers in subject and predicate, two with clause modifiers in subject and predicate.

Just here we wondered about copula modifiers, and so did one of the pupils, for he asked the teacher if they could not modify the copula. The teacher smiled and told him he might think about that and bring it up at some future lesson. The class was then dismissed. We enjoyed every minute of the period, and the pupils and teacher seemed to enjoy the work.

MAGIC SQUARE OF ARCHIMEDES.

The following is the magic square of Archimedes:

22	21	13	5	46	38	30
31	23	15	14	6	47	39
40	32	24	16	8	7	48
49	41	33	25	17	9	1
2	43	42	34	26	18	10
11	3	44	36	35	27	19
20	12	4	45	37	29	28

It will be observed that it contains all numbers from 1 to 49 inclusive, and that no number is repeated. Write the numbers as arranged here on a card. Some afternoon when a bright, but mischievous boy is almost "spoiling" for want of something to do, hand him the card and let him find the sum of the numbers in each column, also the sum of each line, and compare the different sums.—*School News.*

ADDING BY ENDINGS.

A pupil may know $1+9$, $2+8$, $3+8$, $4+6$, $5+5$, without thinking of the two figures that express the result of each of the above additions. When he knows the above

combinations he may with safety learn how to express the result in figures. His teacher calls attention to the fact that 10 ends in naught. She gives him $11+9$, $21+9$, $31+9$, $41+9$, etc. She calls attention to the fact that whenever he combines $1+9$ he gets a number expressed by a group of figures ending in 0. He soon learns that any of the above combination gives an expression ending in 0. It is thought by some teachers that this is a great help in adding. Try it for your school. Take such examples as the following:— $1+9+3+7+2+8+5+5+9+1+2+8$. Work on all the endings in this manner and see whether your pupils gain in rapidity and accuracy. We have given above all the combinations that give 0 for an ending. Those that give 9 for an ending are $1+8$, $2+7$, $3+6$, $4+5$. Any teacher can work them out for himself if he cares to do so.

PROBLEMS.

THIRD YEAR.

1. If $\frac{1}{4}$ yard of ribbon costs 2c, how many yards can you buy for 72 cents?
2. How many square feet of surface has a plate glass window pane which is 5 ft. long and $3\frac{1}{2}$ ft. wide? (Show this by a drawing.)
3. I spend $\frac{2}{3}$ of \$84 for a picture. How much have I left?
4. Make a problem using $\frac{1}{3}$ of 25. Solve it.
5. John had 50c. He spent 10c for pencils and 4c for an eraser. With the remainder of his money he bought drawing paper at 4c a sheet; how many sheets did he buy?

DICTATION.

Have pupils take pencils and write the answer to the following, giving them just time enough to write the

answer only:— $73+9$, $88+3$, $64+7$, $39+3$, $63+8$, $82-3$, $51-4$. $90-3$, $62-4$, $33-4$, 6×8 , 7×6 , 9×3 , 3×12 , 4×8 , $40+8$, $35+7$, $28+4$, $45+9$, $56+8$.

Write in figures, one thousand six. Two thousand twelve. Eleven hundred thirteen.

How many tens and ones in 97?

How many hundreds make a thousand?

A pupil who can answer such questions readily and accurately shows that he is master of the mechanical phase of primary number work. Such work as this is valueless if the teacher gives time "to count." It should be done instantly.

FOR EIGHTH YEAR PUPILS.

1. A note for \$200 due in 6 months, drawing interest at 6%, was discounted at a bank 93 days after it was given. What were the proceeds?
2. The width of a field is 25% of its length. It contains 10 acres. If it were square and contained the same number of acres, what per cent. would be saved in fencing it?
3. The area of an isosceles triangle whose base is double its altitude is 225 sq. ft. What is the length of its base?
4. If a pipe 2 inches in diameter will empty a cistern in 6 hours, how long will it take a pipe 4 inches in diameter?
5. A man said in the year 1892, "If you square my age you will have the year of my birth." How old was he when he said this?
6. I have a box 18 in. by 24 in. by 9 in. If I fill it with 3 inch cubes, how many of the cubes touch the sides of the box?

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

SUGGESTIONS IN MULTIPLICATION.

Most teachers who attempt multiplication very early in their number work with first primary pupils are forcibly reminded of the old rhyme "Multiplication is vexation."

The pupil readily sees that two sticks and two sticks are four sticks, and from objects is led to the abstract, 2 and 2 are 4. In response to the request, "Show me how many twos in four," he takes pleasure in separating the sticks into groups and in saying, "There are two twos in four." But when the attempt is made to make him distinguish between the processes and write, "2 and 2 are 4; 2 times 2 are 4; and 4 divided by 2 is 2." Then the fact that

"Multiplication is vexation,
Division is as bad"

becomes unpleasantly conspicuous. The truth is that the knowledge that 2 and 2 are 4, enables him to solve any problems dealing with the relations of 2 and 4 that may be given him. Take these three kinds of problems:

(1) Kate has two dolls and May has two. How many dolls have both?

(2) Two boys each have two tops. How many tops are there?

(3) I have four birds. If I put two birds in each cage, how many cages shall I need?

In each case the pupil gives the answer and if asked,

"How do you know that?" he will probably say, "Because 2 and 2 are 4." Even in such a problem as, John had four apples and ate two; how many apples were left? the pupil is not unlikely to think of that same "2 and 2" and that if he takes one of the twos away the other will remain.

Since this is the case, why strive to impress the difference upon the child? Isn't this a sensible rule, "Do not drill and drudge to force upon the pupil those things which, in due time, will come to him pleasantly and naturally?" Too often our work is like climbing a ladder or a long stairway, instead of like ascending a hill whose upward slope is so gradual that we are reminded of our elevation only by looking down upon the valley from which we started.

Let us presume that your class has been dealing, in a general way, with numbers to 10 inclusive without any stress being laid upon the process involved. You feel that the class may, with profit, deal consciously with concrete and then abstract multiplication. The number 12 lends itself so readily to the work that it is well to introduce it at once. You may say, "Who can bring me a dozen pegs?" Then, "How many pegs make a dozen?" When the class have learned that twelve pegs make a dozen, ask "How many twos make twelve?" Being curious to discover, the pupils eagerly separate the pegs into twos and announce, "6 twos are 12." "Take away one of the twos," you say, and tell me how many twos are left." "5 twos" the class reply. "Five twos are how many pegs?" comes next. Promptly they answer, "5 twos are 10 pegs." In this manner, taking away two each time, they find that 4 twos are 8, 3 twos are 6, and finally that 1 two is 2. Now reversing the order, ask for the story about "1 two." When some

pupil has said "1 two is 2", then request, "Show me with pegs what the next story will be?" All the class arrange pegs into 2 twos, then one child tells the story, "2 twos are 4." Proceeding in this way, they reach 6 twos are 12.

Then suggest, "suppose we begin again, and *show* the stories with pegs, and tell them with our lips and then write them." So the written table materializes. "Now erase what you have written and try to write it again by yourselves; the pegs will show you the answers," you say.

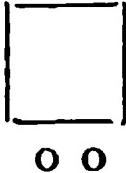
For the sake of the weaker members of the class, it may be well to leave the following on the blackboard:

1 two is
2 twos are

3 twos are
4 twos are

5 twos are
6 twos are

Those who can write the table easily will not care to look at it, while those who need help can refer to it. There has been no drudgery in this to the pupils, instead they enjoyed the variety. It will take but little stimulating to lead them to commit it to memory. You may even tell them that it is the multiplication table—the long name adds importance to the process in their eyes. Follow this with concrete problems, as, (1) Four boys have how many thumbs? When the answer has been given, let four boys come before the class and hold up their thumbs to prove that eight is correct. (2) Two boxes at two pennies apiece cost how much? Draw a picture to show the cost. Thereupon they draw two squares for boxes and place two rings for pennies under each box, thus:



This impresses the three twos upon their minds. In the same way develop the following tables:

(1)	(2)	(3)	(4)
1 three is 3	1 four is 4	1 five is 5	1 six is 6
2 threes are 6	2 fours are 8	2 fives are 10	2 sixes are 12
3 threes are 9	3 fours are 12		
4 threes are 12			

Give many concrete problems with each. When the class is familiar with this form of the table, say: "There is a shorter way to write these. Here is a sign \times which is called times. If I write $2 \times 4 = 8$, it means to take 4 two times. That is just the same as 2 fours are 8. Write the table of fours with the sign \times and read it both ways."

So they write: 1 four is 4 and read: 1 four is 4 2 fours are 8
 2 fours are 8 1 times 4 is 4 2 times 4 are 8
 3 fours are 12

And so on. Gradually substitute the expression "times" until it means as much to the pupils as the other form. If a child hesitates at $3 \times 4 =$, aid him with the question, "3 fours are how much?" If that is not sufficient, let him return to the objects and show three fours with pegs. Thus the abstract rests upon the concrete, and multiplication ceases to be vexation, but instead affords pleasant variety in number work.

DESK WORK.

(1)	(2)	(3)	(4)
$4 \times 3 =$	$1 \times 2 \times 3 =$	$3 \times = 9$	$\times 2 = 8$
1	$2 \times 3 \times 2 =$	$2 \times = 10$	$\times 3 = 6$
3	$3 \times 1 \times 4 =$	$4 \times = 4$	$\times 5 = 5$
2	$2 \times 2 \times 2 =$	$6 \times = 12$	$\times 4 = 12$

(5) What will five two-cent stamps cost?

(6) How many feet have three horses?

A LESSON IN LANGUAGE AND GENEROSITY.

Nothing is truer than that the best part of a teacher's work can not be measured and recorded in reports. The spirit of her teaching and the subtle, moulding influence

which, whether she will or not, each teacher exerts in a greater or less degree upon her school, these can not be imprisoned in statistics. To use this moulding influence consciously and skillfully is an attainment which earnest conscientious teachers greatly desire. Illustrations often aid those who are seeking this skill. So a language lesson with a double purpose is given as a suggestion to thoughtful teachers.

Miss A—— had noticed a tendency toward selfishness among certain ones of her pupils. One day the fact was shown clearly by contrast. Bertrand brought an unusually dainty lunch, a part of which was a large bunch of delicious grapes. He displayed the grapes and ate a few, and it seemed to add to their flavor that no one else had anything so nice. Soon after, Tommy came in with a large apple. Apples were rare treats to him. Coming to the teacher with a beaming face he said: "See my big apple. I'll give you a bite at recess!" He did not forget it either, but at recess, came with the apple for her to take the promised bite. Looking at him kindly, she said, "I am not hungry now, and I'd rather see you eat it, Tommy." She spoke with such sincere cordiality that he was perfectly satisfied. During recess she saw Bertrand exchange three grapes for a piece of taffy and noted that he selected the smallest grapes in the bunch. She noticed also that though he had more lunch than he could eat he gave none away, but took the remnants home with him at noon.

So that afternoon she chose a certain story for a language lesson. "Children," she said, "I have a legend to tell you. Who remembers what a legend is?" "It's a kind of fairy story; it most always isn't true, but it helps us to be good," said one. "Well," said Miss A——, "this one is about the woodpecker. Most of the

woodpecker's body is black and his head is a bright red. He finds his food by pecking and boring with his long, sharp bill in the wood and bark of trees."

A LEGEND OF THE WOODPECKER.*

The legend begins:

"Once when good Saint Peter
Lived in this world below,
And walked about it preaching,
Just as he did, you know,

"He came to the door of a cottage,
While traveling round the earth,
Where a little woman was baking cakes
In the ashes on the hearth."

She wore a pretty dress and a lovely red cap. She had cooked almost a plate full of nice cakes. Saint Peter said, "I am very hungry and tired, will you please give me something to eat?" She looked at the cakes and thought, "Those are too nice to give away, I want them myself." So she said, "Wait and I will bake you a cake." She took a small piece of dough and rolled it out thin and began to bake it. As it baked it seemed to her to grow larger and larger. When it was done, she thought, "I can't give this away." So she put it with the others and took a very little bit of dough and rolled it thinner than the other. While that was baking it seemed to grow larger and larger, and when it was done she thought "I can't give this away, either." So she put it with the others and

"Then she took a tiny piece of dough
And rolled it—and rolled it flat,
And baked it thin as a wafer,
But she could not part with that,"

because it seemed too nice and too big to give away. So she said to Saint Peter, "I can't give you anything to eat, because my cakes are so nice that I want them all

*The lesson is based upon a pretty little poem written, I think, by one of the Cary sisters.

myself. I can't make any small enough to give away."

Then Saint Peter thought she was so greedy that she ought to be punished, and he said:

"You are far too selfish
To dwell in human form,
To have nice food and shelter
And a fire to keep you warm."

Then the little woman grew smaller and smaller, and all at once went right up the chimney, and

"Out of the top flew a woodpecker,
For she was changed into a bird.

"And all of her clothes were burned
As black as a coal in the flame,
Except the scarlet cap on her head—
That staid just the same."

When she came out of the chimney she flew to a tree and began pecking and boring for food, just as all wood-peckers do. The legend says:

"Every country school-boy
Has seen her in the wood,
Where she lives in the trees to this very day,
Boring and boring for food."

Do you think if you were selfish like the little woman, and never would divide with anyone, that you might be changed to a woodpecker? No, there is no danger of that, but there is danger that you will grow to be a selfish, stingy man or woman, who would never give away anything, and that is worse than being a wood-pecker.

Now you may copy these sentences:

I.

The cakes seemed too nice to give away.

So the little woman kept them all.

Then she was turned into a bird.

Her pretty cap was still red.

The rest of her clothes were burned black.

II.

The — seemed — — to give away.
So the — — kept them all.
Then she — — into a —.
Her pretty — was still —.
The rest of her — were burned —.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

A GUIDE TO THE STUDY OF LITERATURE.

In this article I am to give one or more illustrations of the doctrine set forth in the preceding number of the JOURNAL. It was there said, in conclusion, that, "in analyzing a literary selection, the student must state the theme, and test it as to whether it is, 1st, universal; 2nd, ideal; 3rd, emotional." It was also urged that the theme is some phase of human life.

Suppose we are to analyze the "Barefoot Boy." A careful reading will reveal the fact that Whittier is setting forth some phase of life; and this is the joy of boyhood, and not some particular fact about a given boy. Further, it is the sympathetic, or representative joy of boyhood; it is the joy as Whittier, or any one, contemplating boyhood might entertain. It is not the joy as the boy himself knows it, but the joy awakened in the heart of everyone when idealizing the life of the boy.

That the theme here is universal has already been implied. Every heart is, to some extent, or may be, filled with sympathetic joy for the overflowing, buoyant life of the young. The theme is ideal, for the poem makes the reader feel as he should feel, as he is capable of feeling, rather than the way he ordinarily feels. All

the alloy of joy is cancelled, and it is made as full and strong as we are capable of entertaining it. Our ideal of sympathetic joy is realized in this poem. There is no proof of this other than our own experience. Let us recall how we ordinarily think and feel on meeting a barefoot boy, and then compare our experience with that awakened by this poem, if we would realize how highly ideal Whittier entertained the joy here set forth.

Again, our experience testifies that the joy is subjectively entertained. The poet does not cause us to grasp the joy as an intellectual concept, but he requires us to feel the joy. If not, this poem would be a bit of psychology, rather than a poem.

I am not insisting on any definite order of treatment, but on the features of the content that should be worked out by the pupil. If it is thought best to simplify the treatment, the two points last named may suffice, as they are the distinctively vital ones. If the student, after a careful reading, is able to maintain that the writer seeks to awaken the feeling of ideal joy of boyhood, he has done justice to the content. He should be pressed to show that the soul of the poem is idealized feeling of the kind named. He will often in the future need this crucial test in deciding whether a selection is literary, and of what grade.

Again, to illustrate, take this stanza:

Ah! if our souls but poise and swing
Like the compass in its brazen ring,
Ever level and ever true
To the toil and the task we have to do,
We shall sail securely, and safely reach
The Fortunate Isles, on whose shining beach
The sights we see, and the sounds we hear,
Will be those of joy and not of fear.

The theme, again, is found in human life—unswerving loyalty to duty. This, too, is a universal sentiment of

the heart. All are not loyal to duty, but all feel that such is a good and worthy attitude of the soul. The universal in literature does not mean the actual universal, but the universal as ideal and possible. The most unloyal to duty responds ideally to the sentiment of the poem. In that sense, all have loyalty to duty in the heart. The loyalty to duty felt here is perfect; there is no more wavering under the troublous experiences of life than there is in the compass on the tossing ocean. This is not loyalty as it is, but as it should be. Therefore, we have here an ideal type of adherence to duty.

The poet does not set his theme forth by logical processes, but by grasping it under the figure of a compass, causes us to feel, to live for the moment, the perfect duty. We are made to feel the beauty of being "true to the toil and the task we have to do." Living it in idea, making a part of our own lives for the time, strengthens us to live it in reality. It is one thing to think such duty, but quite another thing to live it. The poem is practical, in that it produces the theme in our lives, making us feel and live the beauty of ideal duty.

DIVISION.

SECOND PHASE.

It will be remembered that the first phase of division is that phase requiring only one analytic act. The second phase is that phase which requires more than one act of analysis. The necessity for this phase grows out of the inability of the mind to solve all problems by one act. This phase can be begun before the first is completed.

After pupils have constructed and fixed in memory the greater part of the division table, and are skilled in

the solution of problems involving only one act of analysis, they can enter upon the second phase of the work. The second phase requires the separating of the dividend into its orders and the dividing of each order separately, and then uniting the results. This phase has two sub-phases. The first having no reductions in the dividend, the second having reductions in the dividend. This article will be confined to the first sub-phase in the second phase—separating the dividend, but having no reductions.

After the dividend is separated into its orders, the division of each order is performed by one single act as in the other phase. Holding each partial quotient being a burden to the memory while it is performing each act of division, it is relieved by having the separate results written down. The writing of only the results gives the short division form. Pupils are now to be familiarized with this form.

Giving such a problem as, find one-half of 222, the pupils will, from their knowledge of the decimal system and of the other processes, see that the number is the sum of 2 hundreds, 2 tens and 2 units. They will readily see that they can find one-half of each of these numbers. But they must be led to see that as each number was only a part of the whole dividend, so each quotient is only a part of the whole quotient, and to obtain the whole quotient the sum of these parts must be found. This work can be extended till pupils can use dividends of 5, 6 or 7 orders, as far as they know the decimal system.

Let the motto be in this, as in all other work, "make haste slowly." Let one step at a time be taken, and that step be the one that will help the next. Here, as elsewhere, the teacher will have to plan his work very

carefully. No text-book on the subject gives a sufficient number of problems; neither are the problems, as a general thing, well graded in the books, so the teacher has to make his own text-book. The problems must be cumulative and a great many problems must be given. Include problems in decimal fractions and in denominate numbers, as: Divide 6.24 by 2; find the third of .963; what is one-half of 4 bu. 2 pk. 6 qt. 2 pt? Divide 18 lb. 8 oz. 20 pwt. 16 gr. into two equal parts.

After skill has been secured in this work, the pupils should be led to formulate their steps into statements of the process. They should be able to give in good statements the process in either concrete or abstract problems, of course giving no reasons. Analyses something like the following should be worked out and written by the class—not given by the teacher:

Divide 848 by 4.

To divide this number by 4 may mean to find one-fourth of it; or, it may mean to find how many times 4 is found in the number. We will say it means the first.

Write the divisor so that it will be most convenient to the dividend.

We cannot divide this number all at once, but since it is the sum of 8 hundreds, 4 tens and 8 units, we can take one order at a time and divide, beginning with the highest order.

One-fourth of 8 hundred is 2 hundred. Write 2 hundred for the quotient. One-fourth of four tens is 1 ten. Write 1 ten for the quotient. One-fourth of 8 units is 2 units. Write 2 units for the quotient.

Since each of our dividends is only a part of the whole dividend, each of these quotients is only a part of the whole quotient; therefore, to get the whole quotient we must find the sum of these parts. The sum of these parts is 212.

Therefore, one-fourth of 848 is 212. Or, 848 divided by 4 equals 212.

I divided 396 dollars among some men, giving each man 3 dollars. How many men were there?

Analysis.—There are as many men as 3 dollars are found times in 396 dollars.

Write the divisor so that it will be most convenient to the dividend.

This number is the sum of 3 hundred dollars, 90 dollars, and 6 dollars. As the number cannot be divided all at one time, we will take one order at a time, beginning at the highest order.

3 dollars are found in 3 hundred dollars 1 hundred times. Write one hundred for the quotient. 3 dollars are found in 90 dollars 30 times. Write 30 for the quotient. 3 dollars are found in 6 dollars 2 times. Write 2 for the quotient.

Since we found how many times 3 dollars was found in each order separately, the whole number of times it was found in 396 will be the sum of these different numbers of times. The sum of 1 hundred, 30 and 2 is 132. Now since there were as many men as 3 dollars was found times in 396 dollars, there were 132 men.

The written analysis, besides being an excellent drill in thinking, is also an admirable drill in the use of language. It furnishes one of the best exercises in composition writing. Spelling, punctuation, capitalization and expression are all required in the analysis, but the teacher must be careful and not permit the class to fall into mere formalism. Let each pupil be free to state his points in his own language. All the teacher cares for is that the statements are truthful and correct. Do not let the pupils indulge in careless, loose statements.

At this stage of the work it is not essential that the

division begin with the highest order. It can be begun at any order, but for the sake of the habit, as it will need to be begun there sometime, it is recommended to have pupils begin at the highest order from the first.

JENNIE S. TOMPKINS.

NORMAL VS. HIGH SCHOOL METHODS.

Both the normal school and the high school deal with academic subjects of instruction. What should be the difference of treatment in the two cases? Dr. W. T. Harris, in the *Public School Journal*, has the following to say, under the above heading:—

"There is a difference of method between the normal school and the secondary school. I think it is well to draw attention to this difference, inasmuch as it explains both the great value of the normal school, and also the causes of a class of defects which some of the normal pupils fall into at the beginning of their career. The normal school pupil is, on an average, two years older than the pupil of the secondary school. The method of the normal school instruction is what may be called the comparative method. It attempts to study each branch of the common school course in the light of the other branches. Especially does it look after the derivation of one branch from another. It studies arithmetic in the light of algebra, showing how the several rules are statements in words of the algebraic formulas in which the process is demonstrated in a universal manner. In geography, for another example, the cause of the configuration of countries is sought in geology. Mineralogy and meteorology are brought in to explain such things as erosions of rivers and peculiarities of climate. All means at the command of the teacher are brought into requisition to give the normal pupil an idea of the Genesis of a given branch of study. We may also call this the constructive method, for the pupil is taught how to construct a text-book in a given subject. * * * * * It is a mistake to suppose that the normal method can be used in any other school, unless the maturity of the pupil has developed the epoch of reflection. Not the elementary school nor even the secondary school, can use the comparative method except sparingly. But all the normal schools that I have seen, north, south, east and west, seem to have adopted the comparative or constructive method as the only proper thing to do, quite independent of one another. I suppose that they felt that just the knowledge which the teacher most needs is this one of derivation of the systematic arrangement of the matter to be learned in a text book, from the higher sciences which show causes and processes."

Con

In the foregoing, the writer does not hit the nail on the head with his usual precision. He states a fundamental law of teaching any subject; but not one which is essentially distinctive of normal school work. He admits that the difference of method stated is based on the difference of maturity in the students. Whatever the age, everything the pupil studies must be studied by comparison; it must be seen, too, in its genesis. These are categories necessarily involved in all learning. Of course, as the pupil matures, these relations are more widely involved and more systematically and consciously employed; whether or not he enters a normal school. Whatever the normal schools north, south, east and west are doing is no proof that they are doing what is necessarily peculiar to the normal school; not even that they are doing what they ought to do. They may be doing what their environment requires them to do; and that is to give mere academic instruction in branches; yet something of a higher order because of the two years difference in the average age. The topic calls for the difference of method growing out of the purpose and nature of the two schools, and not a difference depending on some accidental circumstance, such as shifting of age. The writer's distinction would inevitably make a college a normal school because the pupils become old enough to use the reflective, or comparative, method.

Evidently the normal schools mentioned have not become differentiated from academic schools, and are doing merely a high grade of academic work. When they free themselves from environment and find their logical place they will, by their professional nature, view the academic subjects as no other class of schools do; and that is, they will *reduce each subject to an educational instrument*. This requires two phases of work on each subject. In one

phase the subject is reduced to the mental process by which it is to become knowledge to the pupil. The subject is to be viewed as method, as a form of thinking, together with the external means of stimulating the thinking required. The other phase of work, in reducing a subject to an educational instrument, is that of formulating it in terms of educational value—the subject stated in terms of the pupil's unfolding life. In fact, the preceding phase is only a means to this. The pupil's method of thinking the subject, and how his life unfolds under the influence of the subject, these seem to me to be the only strictly differentiating features of a normal school, so far as the academic subject goes.

FRIDAY AFTERNOON.

OUR PLEASANT SCHOOL.

(VERSES AND CHORUS.)

[Let each pupil speak a stanza, and all join in the chorus to be sung after each verse. Air of chorus—Yankee Doodle—or any other suitable familiar tune.]

We've come to sing a song to you
About our pleasant school, sir;
We always try our best to do,
And never break a rule, sir.

**CHORUS:—We are happy girls and boys,
And we're always ready
To give glad cheers with wondrous noise;
Hurrah ! Hurrah for study !**

The first we learn is how to read,
Tom can spin his top, sir,
And next the spelling book we need,
S-t-o-p spells stop, sir.

(*Opens book.*)

CHORUS

Next we learn to calculate,
Five and five make ten, sir;
This we do upon the slate,
And sometimes use the pen, sir.

(Raises his fingers)

CHORUS

And then we do the exercise, (Goes through some gym-
 That makes our bodies strong, sir; nastic exercises.)
 We try to be so bright and wise,
 And never do the wrong, sir.

CHORUS.

We learn about the president,
 'Bout kings and also queens, sir,
 Of congress and of parliament;
 You see we are not "greens," sir.

CHORUS.

And after this when school is done,
 We hasten to our play, sir;
 We laugh and shout and have much fun
 Thus ending gladsome day, sir.

CHORUS.—(All wave handkerchiefs or flags while singing.)

--Anon.

A QUARREL.

There's a knowing little proverb,
 From the sunny land of Spain,
 But in Northland as in Southland,
 Is its meaning clear and plain.

Lock it up within your heart;
 Neither lose nor lend it--
 Two it takes to make a quarrel;
 One can always end it.

Try it well in every way,
 Still you'll find it true,
 In a fight without a foe,
 Pray what could you do?

If the wrath is yours alone,
 Soon you will expend it,
 Two it takes to make a quarrel;
 One can always end it.

Let's suppose that both are wroth,
 And the strife begun,
 If one voice shall cry for "Peace,"
 Soon it will be done.

But if one shall span the breach,
 He will quickly mend it—
 Two it takes to make a quarrel;
 One can always end it.

--Exchange.

THE TREES' REBELLION.

BY LIZZIE WILLS.

Dame Nature said to her children, the trees,
In the days when the earth was new,
" 'Tis time you were putting your green leaves on,
Take them out of your trunk, dears, do.

"The sky is soft and beautiful blue,
The snow went away long ago,
And the grass sometime since popped up its head,
The crocuses all are ablow.

"Now hurry and get yourselves dressed, my dears,
All ready for summer weather."
But the trees tossed their heads from side to side,
And grumbled out all together:—

"We really would like to alter our dress,
We are quite tired of wearing green;
Each year our new suits are just like our old,
Can we not have a change between?"

Dame Nature said to her children, the trees,
"I'm astonished, I must confess,
To hear you are tired of your robe of green;
I think it's a beautiful dress."

"But wear it always in summer you shall,
(I've said it and will be obeyed).
However, I'll see ere the winter comes,
If some little change can be made.

"Your uncle Jack Frost comes to visit me,
From his home in the polar seas,
And I'll ask him to bring for each of you
A dress any color you please."

So every year you may see for yourself,
That whenever Jack Frost comes here,
The trees are no longer dressed all in green,
But in other colors appear.

September. 1892.

—Toronto Educational Journal.

THE BETTER WAY.

SUSAN COOLIDGE,

Who serves his country best?
Not he who, for a brief and stormy space,
Leads forth her armies to the fierce affray.
Short is the time of turmoil and unrest,
Long years of peace succeed it and replace;
There is a better way.

He serves his country best
 Who joins the tide that lifts her nobly on;
 For speech has myriad tongues for every day,
 And song but one; and law within the breast
 Is stronger than the graven law on stone;

There is a better way.

He serves his country best
 Who lives pure life, and doeth righteous deed,
 And walks straight paths, however others stray,
 And leaves his sons as uttermost bequest,
 A stainless record which all men may read;

This is a better way.

No drop but serves the slowly lifting tide,
 No dew but has an errand to some flower.
 No smallest star but sheds some helpful ray,
 And man by man, each giving to the rest,
 Makes the firm bulwark of the country's power;

There is no better way.

—*The Congregationalist.*

THE MIDDLE ONE OF THREE.

CARRIE B. CHANDLER.

I wonder if you ever thought
 How hard it is on me
 To be the fellow that I am —
 The middle one of three?
 I never have a single right,
 I just belong nowhere;
 I got put into the wrong place,
 And no one seems to care.

There's John: why every meal, you know,
 He's always helped the first;
 And if we have two pair of things
 Of course I get the worst.
 Whenever a big show comes to town
 They always let John go;
 But as for me, they're sure to say,
 "John's older, Sam, you know."

Ted breaks my toys and tears my books;
 If we go out to slide,
 I always have to be the horse
 And Ted the one to ride.
 Then, if I dare to say a word,
 Ma's face gets awful blue,
 She looks at me so sad, and says,
 "Ted's younger, dear, than you."

I'd rather never be at all;
It isn't any fun,
Unless you are the oldest boy
Or else the youngest one,
John's "older," and Ted's "not so old,"
And worse than all, you see,
I'm never going to get my turn,
For they will always be.

—Wide Awake.

EDITORIAL.

THE *Indiana Journal for Indiana teachers*.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

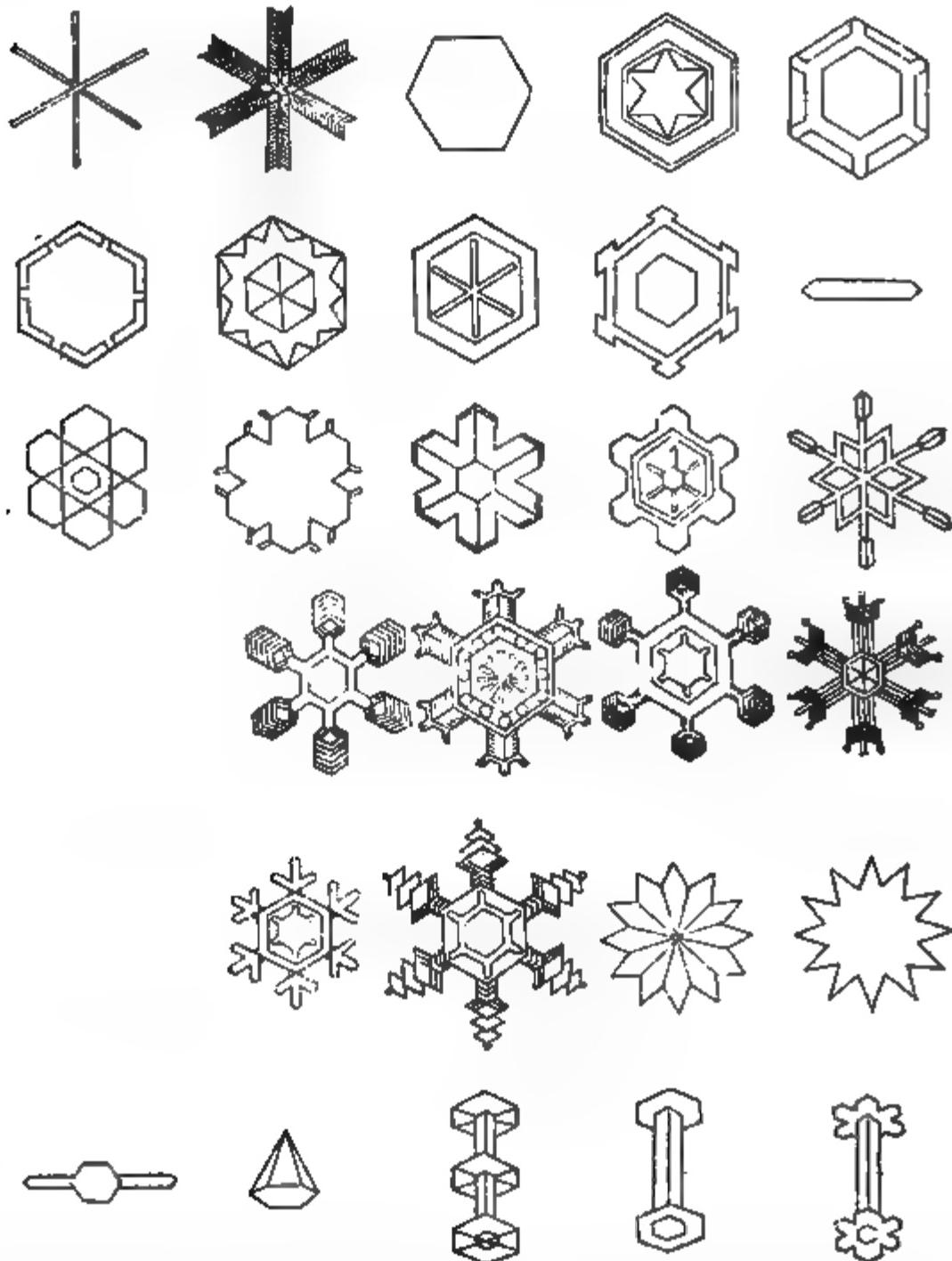
ARE YOU NOT SORRY? Sorry for what? Why, that you made it necessary that a *reminder* be sent to you. "Yes, I am; It was pure neglect on my part. I shall remit next Saturday, and beg pardon for not meeting my obligation promptly.

BILL NYE said: "A man may use a wart on the back of his neck for a collar button; ride on the back coach of a railroad train to save interest on his money until the conductor comes around; stop his watch nights to save the wear and tear; leave his 'i' or 't' without a dot or a cross to save ink; pasture his mother's grave to save corn, but a man of this kind is a gentleman and a scholar compared to a fellow who will take a newspaper two or three months, and when asked to pay for it, puts it in the office and has it marked 'refused.' "

THE FORUM ARTICLES.—It is interesting to note the character of the comments made upon the *Forum* educational articles. Each month Dr. Rice gives the result of his observations in one or more cities. As most of his comments have so far been severe criticisms, there is a great deal of squirming on the part of those criticised, and a new educational interest is awakened all over the country. The local papers in every case in which the criticism of the schools was adverse, have abused Dr. Rice. The Dr. simply describes with particularity what he saw in the schools, and then makes his comments. His critics do not deny his statements, but abuse him because he did not happen to find something better.

It may be true that Dr. Rice does not in all cases represent fairly the

entire system of schools of which he speaks, but it is also true he is a shrewd observer, and that what he describes should not be found in any well supervised schools. The *Forum* articles are full of practical suggestions and can be read with profit by any teacher.



"THE BEAUTIFUL SNOW."

It is known to teachers who have noticed the subject that snowflakes are beautiful crystals. When a flake of snow is examined under a magnifying glass, it is found to be a perfect crystal. The above cut shows some of the many forms of crystallization found among snowflakes. In any given snowfall not many forms are found—usually some one form is almost universal. A magnifying glass can be had for a small sum, and is very desirable in the school room for various purposes, as it will give both amusement and instruction. But even if a glass cannot be had, let the teacher show the above cut to the boys and girls and tell the facts about "the beautiful snow."

THE READING CIRCLES.

The Reading Circles are doing well this year—the best in their history. The Teachers' Circle has ordered over 18,000 books, indicating a membership of from 10,000 to 12,000. This is certainly a record that Indiana teachers may well feel proud of.

The Y. P. R. C. is also beating all past records. Over 100,000 membership cards have already been called for and sent, and over 30,000 books have been sold. Only think of the effect of this work. When a child buys and reads a book, generally other members of the family read it as well, so that the influence of the Reading Circle extends far beyond its membership.

The following counties have made the largest orders up to date: Wabash, Henry, Montgomery, Johnson, Huntington, Whitley, Hamilton, Lake, Kosciusko, Clark, Fountain, Tippecanoe, Dubois, Putman, Cass, Wayne, Madison, Benton, Franklin, Bartholomew, Grant, La Grange, Boone, Harrison.

A great many other counties have made orders almost as large as some of those given. The per cent. of the pupils of a county actually enrolled has not been figured. This will probably place some counties not named above near the top. There is yet time to work.

SCHOOL LEGISLATION.

The Legislature will have adjourned before this JOURNAL reaches its readers, but as most of the proposed school legislation is yet hanging, a full report cannot be given till the next issue of the JOURNAL. The school-book law has been amended and extended. The law for professional license has been amended so as to require in all cases licenses for 36 months. A law requiring county superintendents to hold professional license is likely to pass. There is a bill pending to put all school supplies under the same regulation as that covering the purchase of books. The general State tax for school purpose is likely to be reduced. This ought not be done, but as both the out-going and in-coming governors and auditors of State recommended it, the bill may become a law. All bills to change the mode of electing county superintendents have been killed. Next month the JOURNAL will contain a list of the new school laws with explanations.

OUR PRIZE OFFER.

The JOURNAL feels that it is doing its readers a favor by making the offer found in our Business Department. Please read it. The sixty-two numbers mentioned in the offer are bound separately in convenient form, and are made up of the choicest literature of the language. As Indiana teachers are doing a great deal of literary work, this offer ought to be appreciated and bring a large number of essays. Please note carefully the conditions, and when you decide to compete let us know. As the time given is limited and cannot be extended, please act promptly.

5 THAT DEVICE IN DISCIPLINE.

Visiting the Kokomo High School in the autumn of 1889, the seemingly entire self-control of the pupils led us to make inquiry concerning the methods used to secure this frictionless order. Among the discoveries made was a system of self-recording—a kind of systematic diary-keeping on the part of the pupils. In the SCHOOL JOURNAL of Nov., 1889, we made mention of the plan as follows:

A DEVICE IN DISCIPLINE.

H. G. Woody, of Kokomo High School, has each pupil keep his own record of both conduct and study in a little blankbook prepared for the purpose, and make daily entries. This is not the "self-reporting system," because the pupil's standing is not made up from this record. The pupil does not report to anybody; he simply keeps the record for himself. The principal frequently looks at these little books to see how they are kept, but never criticises the marking. The pupil is not required to show his books to his parents, and yet he is encouraged to keep a report that he will not be ashamed to show. The pupil is given to understand that the record is for his own benefit exclusively, unless he chooses to let others see it.

It seems that the above-named device is an excellent one, for two very manifest reasons:

1. It compels the student to constantly compare his own performances, in both conduct and work, with his own ideal standard of excellence, and this is worth a great deal to any one, whether in school or out of school.
2. It places no inducement before the pupil to make a false report, and this gives it its immense advantage over the "self-reporting system."

Let no teacher flatter himself that this device or any other, however good, will run itself. At the request of the Editor Mr. Woody adds the following:

The large circulation of the INDIANA SCHOOL JOURNAL, and the re-publication of the article in the Illinois School Journal, the New England Journal of Education, and others, has given the "device" a wide reading. As a result, the writer very frequently receives letters inquiring the mode of its operation. He is glad of this favorable opportunity to answer such inquiries at wholesale and to emphasize the fact that the "device" is but a device—a mere aid in developing the pupil in accordance with recognized psychological laws.

To the Iowa correspondent, whose letter is before me, and to others, I may answer that the editorial [copied above] reports the plan correctly. The record is the pupil's very own. He keeps it for his own and not another's benefit. He is encouraged to show it to his parents, but is under no obligation to do so. The teacher reserves the right to see the reports, not that he may use them in judging of his pupil's standing in self-control, but that he may know whether they are taking any note of their standing as compared with the adopted standard. It is the pupil's ledger and should, at least in the matters of attendance and tardiness, tally with the teacher's register. That he may keep in touch, and make his pupils feel that he is keeping in touch with their work, the number of days of attendance and times tardy may, at the end of each month, be announced publicly by the pupils. The teacher notes any discrepancy; afterward teacher and pupil meet, find the error and correct the book—not infrequently the teacher's. This opens opportunity for confidential talks, that well thought out can not fail to result in great good.

Forget not that the record is the pupil's alone. Any use of it that shall seem to deprive it of the sacredness of personal property is radically wrong. If there be many instances of ragged attendance, and the above plan of public announcement would humiliate some pupils, it were better not adopted. The pupil must be free to think of himself as he is, must make his record unbiased by any thought of future exposure. Every temptation to misrepresent should be removed. The prime object is to secure honest self-examination.

"What shall be the points upon which to report?" I do not feel myself the proper judge in this matter. In general, I may say such as the teacher feels would benefit his pupils and his school, but only such as he can successfully introduce. By this I mean such as the pupils will agree ought to constitute the record. But what the pupils voluntarily, gladly consent to, depends almost entirely upon the teacher—upon how much unabused confidence he has been in the habit of reposing in his pupils, upon the measure of his own self-confidence, and, more than all, upon how thoroughly he is willing to think the whole plan over before he undertakes to present it to his school. One may talk at random before an old settlers' meeting or a political convention, say nothing, do no good and get into no trouble; but in the school the teacher must, if he talk at all, talk to the point, do good or die.

"What kind of books may be used for the records?" This is of secondary moment. The benefit lies in the doing. Yet, under skillful guidance the recording may be made an exercise in thought, neatness and accuracy of no mean importance. Within the past two years blank-books have been published for this purpose. These, while generally good, are, as a rule, too costly and too large. Excellent results have been secured using a small vest-pocket blank-book—check-ruled and costing about forty cents per dozen. Keep the month's record upon the left-hand page; upon the right let the pupil make a statement, (a) of his failures, (b) of what he proposes to improve, and (c) of what he has already succeeded in improving. Thus, having a summary of what he has achieved, and a promise by himself to himself of what he proposes to accomplish daily before him, he is in the best possible readiness for the next month's work.

This plan was devised to help the pupil to gain self-control. One of the ruling principles of the new (?) education (Pestalozzi was its author) insists upon constant self-activity. It never does for the pupil what he can do for himself; only the direct exercise of his own faculties will increase his power. Such an exercise of the will as to secure *self-control in right doing is of fundamental importance.*

Every pupil on entering school has his own ideal of excellence. The energetic teacher inspires him with still higher notions of excellence. But how often has the said energetic teacher been utterly confused by the pupil's all-round want of excellence in conduct and work, that, too, without seeming to comprehend his deficiency. Let the pupil, aided by

his companions and his teacher, set up a visible standard of excellence and write it upon the first page of his record book; now let him keep a record of his short-comings, and his utter failure to reach his ideal is manifest. He studies himself, compares himself with his established standard of right conduct—not with his neighbor. Introspection this, and introspection is the first step toward reformation. He becomes a culprit in his own estimation. This is information he needed very much—information the teacher, doubtless, possesses, but, being wise, will be slow to impart. Better give the boy a chance to find it out for himself; it is worth a dozen lectures. Having discovered his own disease, made a diagnosis of his own case and taken his own bitter dose of advice—but more readily swallowed because his own—a little careful nursing on the part of the judicious teacher brings the boy out a healthful, self-reliant, self-controlling pupil. He has gained his freedom. He knows no restrictions, for he comes not in contact with them. He is a law unto himself.

The device of self-recording is founded upon the pupil's rights as a member of the school. It should be continually borne in mind that the pupil has rights which the teacher is bound to respect. The school is his, not the teacher's. All its training, discipline and punishments are for the benefit of the pupil. As each citizen has a right to know the requirements of the State's statutes, so the pupil has a right to the school's standard of ethics. The State has no right to punish a citizen without his being informed of the cause; neither has the school the pupil. As the more thoroughly the culprit understands the enormity of his crime, the greater will be the reformatory effect of his punishment; so the better the pupil comprehends the degree of his variance from the school's unity of purpose, the more perfectly will the punishment accomplish its end. And, more and better, in proportion to the pupil's profundity of knowledge and feeling concerning the enormity of his offense, may his punishment be lightened. Indeed, under the skillful teacher, it more often happens that the stings of conscience are sufficient and the end is gained through the school's legitimate channel—development. Development being the end for which the school exists, the pupil has his highest, his most sacred right.

But the "device" is only a device. It will not run itself. It can not stand for a pedagogical law. It is useless without a principle to support. The device may be worn out by too constant use, but the truth is eternal. It may be broken down under the weight of an over-rated importance, but the fact of personal responsibility for which it helps to prepare the pupil, remains an element of free citizenship, the essence of Christian character. The device we do not every year introduce into our school, but the principle of self-control is still the ruling spirit—freedom without disorder, still our ideal.

If it be true that the present educational trend is parallel with Christian progress, he who would in his teaching reflect the new education must train the student to a proper sense of personal responsibility,

must develop his judgment and will up to the measure of self-control. "In the proportion in which the human being perfects himself, * * * Christianity approves or disapproves, rewards or punishes." Self-dependent insight must precede self-control, and self-control must supersede dogmatic government.

H. G. WOODY.

HEADQUARTERS FOR TEACHERS AT THE WORLD'S FAIR.

To the Teachers of Indiana:

At its last annual meeting, the State Teachers' Association instructed the executive committee to establish headquarters and make arrangements for the entertainment of Indiana teachers at Chicago during the World's Fair.

Pursuant to this action of the association, two members of the committee visited Chicago to consult with Supt. Lane of the city schools and to study the situation in all its phases and details, keeping in view the National Educational Association and Educational Congress (July 19-28) as well as the Columbian Exposition.

With these preliminary explanations the following recommendations are respectfully submitted:

1. The general headquarters for the State during the exposition will be the Indiana Building, where meetings can be held and where a post-office will be established.

2. The association headquarters during the educational convention will be "Hotel Grace," corner of Clark and Jackson streets, within walking distance of the New Art Building where the N. E. A. will hold its sessions.

3. The very generous offer of Supt. Lane and his assistants to provide satisfactory accommodations for members of the N. E. A. at reasonable rates merits our heartiest endorsements, and Indiana teachers are urged to avail themselves of this excellent plan to secure suitable quarters and entertainment.

4. For those who wish to be near the Fair and in a desirable suburban district we recommend "Hotel Endeavor," "Epworth League Hotel" and "South Shore Hotel", as reliable institutions.

N. B.—Full details will be given in the April number of the JOURNAL.

A. E. HUMKE.

Chairman Ex. Com. I. S. T. A.

Vincennes, Ind.

To the Members of the National Educational Association:

The members of the National Educational Association living in Chicago and vicinity have organized themselves into a Reception Committee and cordially invite all members of the Association to visit Chicago in July, 1893, to participate in the proceedings of the World's Educational Congress. The Executive Committee of the National Educational Association desires to provide for the prompt publishing and distribution of the Proceedings of the World's Educational Congress. The resident members of the Association, therefore, pro-

pose to secure suitable boarding places for all teachers who will become members of the National Educational Association for the year 1893, paying the membership fee of \$2.00, which will also entitle them to participate in the World's Educational Congress and to a copy of the Proceedings. It will be unwise to come to Chicago without previously making arrangements for entertainment. The price for entertainment will vary from \$1.50 a day in private houses to \$2.00, \$2.50 and \$3.00 a day in boarding houses and small hotels.

Teachers desiring to avail themselves of this invitation will remit the sum of \$2.00, which is the membership fee of the National Educational Association for 1893, with the name, Post Office address and a statement of the time when they will visit Chicago, and the amount they are willing to pay per day for entertainment, to J. M. Greenwood, Treasurer of the National Educational Association, Room 72, City Hall, Chicago, Ill.

ALBERT G. LANE, President,
National Educational Association.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED FOR DECEMBER.

SNOW-BOUND.—1. Describe the evening preceding the storm. 20

2. "We heard the roar
Of Ocean on his wintry shore,
And felt the strong pulse throbbing there,
Beat with low rythm our inland air."

Give meaning of the above. 10

3. Describe the scene of the second morning. 20

4. Who composed the home circle? 10

5. Describe the fireside scene. 20

6. Characterize the uncle. 10

7. Name five poems written by the author of Snow-Bound. 10

SCIENCE OF EDUCATION.—1. Illustrate what you understand by proceeding from the "known to the unknown" in giving instruction.

2. Two teachers teach the same class in Grammar, viz., the nature and function of the verb. One drills upon the definition of the verb until each pupil can recite it word by word. The other presents sentences, and shows the one thing accomplished in each by the verb. She then requires pupils to find the word which performs a like office in other sentences, and tells pupils such words are called verbs; but she does not teach a formal definition. Show in what respects each is faulty.

3. Give pedagogical views for having shorter periods of recitation or study for younger children.

4. What advantages can you properly claim for teaching written spelling instead of oral spelling?

5. What do you understand by the Socratic method of teaching?
 6. How should the teacher's knowledge of Psychology differ from that of the ordinary student of that subject?

(Applicant to answer five of the six)

U. S. HISTORY.—1. Tell what you can of the discovery of America prior to the time of Columbus.

2. Sketch briefly the events which resulted in the loss of French control over territory now within the limits of the United States.

3. Give an account of the laying of the Atlantic cable. Of the building of the Pacific railways.

4. State the term of office of each of the following, and state how each is elected or appointed: President, Vice-President, Chief Justice, a Representative in Congress, a United States Senator.

5. Give a few most important events in the history of Indiana. Name five noted Indianians.

ARITHMETIC.—1. Subtract $\frac{3}{4}$ of $\frac{1}{2}$ from $\frac{2}{3}$ of $\frac{3\frac{1}{4}}{4\frac{1}{2}}$ add to the remainder $\frac{1}{4}$, divide the result by $6\frac{1}{2}$, and change the quotient to a decimal, carrying to three decimal places.

2. Explain by means of a problem and a diagram how you would develop the rule for finding the area of a rectangle.

3. How many feet of boards will it take to enclose a yard 5 rods long and 4 rods wide with a fence 5 feet high, the spaces between the boards being $\frac{1}{3}$ the width of the boards?

4. A merchant paid $\$7\frac{1}{2}$ for cloth, and in selling it gained $14\frac{2}{3}$ per cent.; what was the selling price? Explain fully.

5. A person having to meet the payment of a note for \$1,500 due, with interest for six months, at 7 per cent. per annum, desires to discharge this debt with the proceeds of a 60-day note, which he can have discounted at the bank for 6 per cent. For how much must he draw this second note?

6. How many acres in a four-sided field having two parallel sides which are 60 rods apart, and 40.05 and 64.08 rods long respectively?

7. How many barrels of flour, at \$5 a barrel, can a factor purchase with a remittance of \$2,575, after deducting his commission of 3 per cent.?

8. Find the cube root of 41,063,625.

READING.—Writers of every age have endeavored to show that pleasure is in us, and not in the objects offered us for our amusement. If the soul be happily disposed, everything becomes capable of affording us entertainment, and distress will almost want a name. Every occurrence passes in review, like the figures of a procession; some may be awkward, others ill dressed; but none but a fool is, on that account, enraged with the master of ceremonies.—Goldsmith.

1. Give some account of Goldsmith, and the character of his writings. 20

2. What is meant by reading naturally? 10

-
- 3. What are the advantages of dialogues in reading lessons? 10
 - 4. How would you conduct a recitation in reading? 20
 - 5. What do you think of "editing" or "adapting" standard authors for primary pupils? 10

6. Read a selection indicated by the Superintendent. 30

ENGLISH GRAMMAR.—1. Are orthoepy, orthography and prosody parts of grammar? Give reasons for your answer.

2. When a question arises as to whether a construction is correct how is it to be decided?

3. Define a participle.

4. Write all the participles derived from the verb "sing," and designate each.

5. What opportunities are offered in grammar for teaching punctuation?

6. Analyze the following: The train then proceeded without further delay until it reached the city at three o'clock.

7. Compare and contrast the adverb and the adjective.

8. Compare and contrast the preposition and conjunction.

PHYSIOLOGY.—1. Explain the division of labor in the body.

2. What is connective tissue and where is it found?

3. Describe the spinal canal.

4. How does bone replace cartilage in the growing body?

5. What are the functions of the different parts of the blood?

6. How does the structure of the arteries differ from that of the veins, and how does this affect the circulation?

7. Describe the digestive processes in the small intestine.

8. How is respiration effected?

9. Make a sketch of a section of the eye.

10. What animals or what parts of animals have you dissected?

GEOGRAPHY.—1. How do degrees of latitude and of longitude compare in length? Justify your answer.

2. What is the plane of the ecliptic? When would you begin to teach such geographical knowledge to pupils?

3. How would you proceed to teach the idea of a mountain to children who had never seen one?

4. Make a diagram showing the comparative sizes of the five great oceans.

5. What is meant by the "density of population" in a country? How dense is the population of the United States according to the census of 1890?

6. Why are the "Middle States" so called? Give their names and the locations of their capitals.

7. Of what does the Scandinavian Peninsula consist? What reasons would you assign for the inhabitants thereof maintaining a large merchant navy?

8. What is the general trend of the mountains of Asia? How is the climate of Asia affected by such a distribution of its highlands?

ANSWERS TO PRECEDING QUESTIONS.

SCIENCE OF EDUCATION.—1. The unknown to be reached is related to the known; and its ideas (not known to the learner) are founded on other ideas that are known to the learner. Let these ideas be awakened, let the necessary relations and applications be perceived, and the mind advances into what was before unknown fields. Unless we link an unknown idea with one that is known and related to it, we can make no progress.

2. The first mentioned is entirely wrong; the last mentioned is not faulty in any way, if she completes her work by having the pupils construct (evolve) a definition from the illustrative sentences used.

3. By experience, it is known that the mind cannot be held intently to any subject for any great length of time; and it is also known that after the intellectual powers are matured, the mind can act for a longer period at one time than it could before. Children weary very quickly in any line of activity. Their physical organism has not yet had the age or the training to insure endurance for long periods. The mind is dependent on the body for its healthful and continued action. From the foregoing, it is clear that short periods of study, frequent rests, and frequent changes in work are necessary in the lower grades.

4. In writing the words, the mind instinctively gives more attention to the details; the eye has a chance to scrutinize the form of the word and thereby compare it with what is remembered of a former picture of the same word.

5. The method of interrogation and answer.

6. If the student's knowledge consists merely of the science itself, the teacher, in addition, should have a broad and extensive knowledge of the application of all the underlying laws, under all the varying conditions of school life.

HISTORY.—1. The Chinese (A. D., 432 to 464), the Norsemen (A. D., 995 to 1012), Madoc, a Prince of Wales (A. D., 1170), etc., successfully visited the American Continent prior to Columbus.

2. The events of the French and Indian War culminated in the treaty by which France gave up all her possessions in this country—to England, Canada and all her claims east of the Mississippi, except New Orleans; to Spain, New Orleans and all Louisiana west of the Mississippi. Really, the part given to Spain had been given to her the year before by secret treaty (1762).

On Oct. 1, 1800, by another secret treaty, Spain ceded back Western Louisiana (the part west of the Miss.) to France, who held it till April 3, 1803, when it was purchased by the United States. Since this sale by France, she has never again held any territory within the present limits of the U. S.

3. Cyrus Field formed a company to accomplish the laying of a telegraph cable on the bottom of the Atlantic. This was done in 1858,

but the wire worked only a short time. Mr. Field formed a second company which in 1866 was successful. (See paragraph 364).

The Union Pacific was begun during the Civil War, and was completed May 10, 1869. It was built by Government aid, and under that name extended from Omaha to Ogden (Utah). From Ogden to San Francisco, it is called the Central Pacific, which was built at the same time. The Northern Pacific was completed Sept. 8, 1883; the chief celebration of the completion was held at St. Paul, Minn. Since that time the Southern Pacific has been completed.

4. President, 4 years; Vice-President, 4 years; Chief Justice, for life, or good behavior; Representative, 2 years; Senator, 6 years.

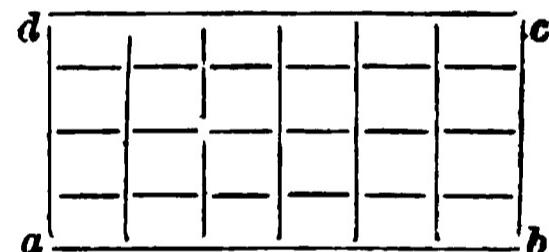
5. 1702, Settlement at Vincennes; 1778, Clark's Expedition; 1787, part of the N. W. Ter.; 1814, Corydon, the capital; 1816, admitted to the Union; 1822, Indianapolis the capital; 1828, State Union established; 1851, New Constitution formed; 1852, Common schools provided for; 1867, State Normal established.

Noted Indianians are Thomas A. Hendricks, Oliver P. Morton, Gen. Lew Wallace, Conrad Baker, Joseph A. Wright, Benjamin Harrison, Edward Eggleston, John Clark Ridpath, etc.

ARITHMETIC.—1. $[\frac{2}{3} \text{ of } \frac{3\frac{1}{2}}{4\frac{1}{2}} - \frac{3}{4} \text{ of } \frac{5}{6} + \frac{5}{16}] + 6\frac{1}{2} = \frac{77}{8} = .078125$. Ans.

2. How many square inches in a rectangular board 6 inches long and 4 inches wide?

Let a, b, c, d represent the rectangle. Divide the length $a b$ into 6 equal parts, and $a d$ into 4, then subdivide into squares. Each square represents a square unit (inch) of surface. There will be as many square units in the row $a b$ as there are linear units in the length, which is 6 square units or inches. There will be as many such rows as there are linear units in the width, which is 4. Hence, the area is 4 times 6 square inches = 24 square inches.



3. 4 boards 12 inches wide and 3 spaces 4 inches wide will make a fence 5 ft. high (supposing the boards to run horizontally.) The perimeter of the field is 18 rods, or 297 ft. Hence, $297 \times 4 = 1188$ sq. ft. Ans.

If the boards are to stand vertically, we have $\frac{2}{3} (297 \times 5) = 990$ sq. ft. Ans. Hence, an "up and down" board fence is cheaper.

4. $14\frac{2}{7}\% = \frac{1}{7}$, $\frac{1}{7}$ of $\$1\frac{1}{8} = \$\frac{1}{8}$ gain.

$\$1\frac{1}{8} + \$\frac{1}{8} = \$1.00$, the selling price.

5. $\$1500 \times 1.03\frac{1}{2} = \1552.50 .

$\$1552.50 + .9895 = \1568.974 . Ans.

6. $30 \times (40.05 + 64.08) = 3123.9$ sq. rods.

$3123.9 \div 160 = 19.524$ acres. Ans.

7. $\$2575 + 1.03 = \2500 .

$\$2500 + \$5 = 500$ bbls, Ans.

8. $\sqrt[3]{41063625} = 345$.

READING.—1. "Oliver Goldsmith (1728-1774), was born in Ireland. His character was an odd compound of wit, humor, pathos, improvidence and buffoonery; and his awkward figure, coarse good-natured face, and mingled shabbiness and gentility of dress, were in thorough keeping with his moral qualities. His life was as good an illustration as his century affords, of the precarious fortunes of the literary men of that period. His descriptive poem, 'The Traveler,' was his first great success. 'The Vicar of Wakefield' was one of the greatest novels of the age. Other well known works of his are 'The Deserted Village' and the 'Citizen of the World.' His comedy, 'She stoops to Conquer' remains without a superior at the present day."

2. By reading naturally is meant the oral expression of the language as though the ideas embodied therein were our own, and we were trying to impress them upon some one else.

3. They afford special opportunities for practice in natural oral expression by placing the reader as one of the speakers. The style is strictly conversational and the reader's understanding and interest in the matter holds him to a conversational tone.

4. 1. The class should be questioned closely regarding the object the author had in writing it, and the different lines of thought set forth in the lesson, these items having been previously assigned to the class. 2. Special passages should be read by the pupils to verify the meaning attributed to them. While the oral expression should be carefully practiced and managed, yet it should be used only as a means to set forth the thought of the language, and should always be kept subordinate to this purpose. 3. A discussion of the difficult or unusual words and phrases; of the figures of speech; of the allusions, etc.

5. It is not a proper thing to do. Such an action is the swing of the literature-pendulum-fad to an extreme. Outside of the standard authors, there is an abundance of pure and delightful literature exactly suited to the age and needs of little people. If a standard author has written pieces that come within the sphere of the life and thoughts of little folks, let such pieces be used. To imagine that primary pupils enjoy or properly appreciate selections suitable for more mature minds, is an illusion that is doing much evil.

GRAMMAR.—1. They are not for "orthography, together with orthoepy, forms the subject matter of spelling, which is to be learned from the dictionary;" and prosody properly belongs to rhetoric, as it treats of the rules which govern verse.

2. By comparing it with the usage of the best writers and speakers.

3. A participle is a word that partakes of the properties of a verb, while it performs the office of some other part of speech.

4.

Present,	ACTIVE.
Present Perfect,	singing
Past,	having sung
	sung

PASSIVE.

being sung
having been sung
sung

To these may be added the progressive participles, *being singing* and *having been singing*.

5. Some of the constructions in grammar require definite points of punctuation; they can be taught along with these special constructions.

Constructions are based on the meaning, and the meaning is often dependent on the punctuation. Hence in studying the meaning of a sentence to get the proper construction, we should take the opportunity to note carefully the punctuation.

The closeness of the relationship between the statements of consecutive propositions indicates the proper mark of punctuation that should be between them.

6. This is a complex sentence; in the principal proposition, *train* is the subject and *proceeded* is the predicate; in the subordinate proposition, *it* is the subject and *reached* is the predicate; *until* is a conjunctive adverb joining the propositions and modifying the predicate verb in each; *o'clock* is equivalent to *of the clock*, and modifies *three* regarded as a substantive.

7. They are both modifiers (subordinate elements); many of each admit of comparison. The adjective modifies a substantive; the adverb modifies an adjective, a verb, or an other adverb. The adjective expresses attributes or points out; the adverb expresses manner, degree, etc.

8. The preposition shows relation between elements; the conjunction connects elements. Neither is inflected. Some of both have an adverbial influence. The preposition governs the objective case; the conjunction governs no case.

PHYSIOLOGY.—1. Different groups of cells in the body perform different physiological processes. The muscles' cells for contraction, the gland cells for secretion, the nerve cells for originating impulses and for conducting impulses. Each group attends to its own part of the work that must be done in prolonging the life of the physical organism. (See page 34, Adv. Phys.)

2. Connective tissue consists of strong white threads, found between the skin and the flesh; it also makes partitions between the various structures of the body. It surrounds the bloodvessels and separates the bundles of muscles and nerves.

4. The cartilaginous cells arrange in rows between which ossification begins,—at first at certain points called centers of ossification. The cells next ossify with the exception of their nuclei from which radiate minute canals connected with each other by tiny tubes called caniculi. The process continues as age advances and more bone substance is deposited till ossification is complete.

5. The *red corpuscles* take oxygen from the air in the lungs and carry it to the tissues. The *fibrin factors* are to form fibrin to assist in coagulation; if necessary. The *plasma* serves as the carrier of the corpuscles; it bathes all the tissues of the body, so that there can be a constant interchange of food and waste between it and the tissue

cells. The *white corpuscles* are said to counteract or destroy disease germs (and the like) in the blood, and are especially helpful in the healing of wounds.

6. The arteries are constructed mainly of elastic connective tissue. There is a delicate inner lining, and some muscle cells in the middle part of their walls. Because of their elasticity, the flow of the blood is pushed onward by the rebound of the walls. In the veins, the inelastic connective tissue predominates, and when they are empty, the walls collapse. An empty artery retains its shape.

7. The undigested portion that passes into the duodenum is mixed with the bile from the liver, the pancreatic juice from the pancreas, and the intestinal juice from the lining membrane, by the peristaltic action of the muscular coat. The starchy matters are changed to glucose by the pancreatic juice aided by the intestinal juice; the cane sugar is changed to glucose by the pancreatic juice; the fats are changed to an emulsion by the pancreatic juice aided by the bile.

GEOGRAPHY.—1. Degrees of latitude vary very little, for they are all measured on a great circle; degrees of longitude grow less very fast as we approach the poles, for after leaving the equator, all other degrees of longitude are measured on circles smaller than the equator.

2. The plane of the ecliptic is the plane of the earth's orbit extended to the celestial sphere. Not until they had reached the "grammar" grade, or the grade just below the High School.

3. By calling their attention to some hills they had seen, and then telling them that a mountain is only a *very large hill*. They are greatly aided in their imagination if the teacher draws on the board the hill they have seen, and then by its representation draw proportionally a *mountain*.

6. Because they lie between the New England States and the old West. It is a poor term and should be abandoned, on account of its misleading and false character.

7. It consists of Norway and Sweden. They could maintain a large merchant navy, because they have the lumber and iron to build the ships, and an extensive maritime commerce in which to use them. The exports are lumber, fish, iron and grain.

8. East and west. Some lines veer slightly to the north-east.

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
[Direct all matter for this department to him.]

QUERIES.

450. Why does the northern boundary of Minnesota extend north of the 49th degree of latitude?

N. L. ROBERTS.

451. Who, as governor of a Southern State which voted for secession in 1861, refused to take the oath of allegiance to the confederacy, and was, consequently, deposed? M. WOOLERY.

452. I sell a house for \$3,500 and lose $12\frac{1}{2}\%$; for what price must I sell another at an advance of $12\frac{1}{2}\%$ to cover my loss? C. W. FINLEY.

453. Has any president of the U. S. while in office ever left the limits of the U. S? W. C. WEIR

454. Why was the peculiar crook made in the southern boundary of Missouri at the south-east corner? J. C. BOLDT.

455. A field whose length and width were as 3 to 2, was fenced at \$3 a rod, and the number of dollars was equal to the number of square rods in the field. Find the dimensions of the field. ID.

456. If 4 men can build 40 rods of wall in 16 days, in what time can they build 64 rods if 10 men quit when 20 rods are finished?

C. P. GIPE.

457. After silver has been coined at the mint it is sent to the U. S. treasury; how does it get into circulation? W. T. TOTTEN.

ANSWERS.

433. Cut off the units figure and subtract its double from the remaining figures. Repeat this process until a remainder of one or two figures is found. If this is divisible by 7 the number is also divisible by 7. J. H. PETERS.

434. Many years ago Editor Chapman was noted for his loud crowing when the Democrats were victorious, and he used the rooster as a symbol of victory. From those facts the rooster finally became the emblem of the Democracy. JAS. F. HOOD.

435. From the conditions gold weighs 19.64 times as much as the same bulk of water. Hence,

$$\frac{1}{19.64} \times 19.64 = 1.00 \text{ oz. Ans.}$$

WILL M. YOUNG.

436.

$100\% = \text{flour.}$

$4\% = \text{com.}$

$96\% = \text{proceeds.}$

$\frac{1}{100} \text{ of } 96\% = 1\frac{1}{5}\% = 2\text{d com.}$

$94\frac{4}{5}\% = \text{wheat.}$

$\frac{1}{100} \text{ of } 94\frac{4}{5}\% = 3\frac{7}{5}\% = \text{shrinkage.}$

$4 + 1\frac{1}{5}\% + 3\frac{7}{5}\% = 9\frac{1}{5}\% = \text{total loss on flour.}$

$\frac{1}{100} \text{ of } \$4.20 = .08\frac{4}{7}\% = \text{com.}$

$\$4.20 - .08\frac{4}{7}\% = \$4.11\frac{3}{7}\% = \text{wheat.}$

$\frac{1}{100} \text{ of } \$4.11\frac{3}{7}\% = .13\frac{3}{7}\% = \text{shrinkage.}$

$.08\frac{4}{7}\% + .13\frac{3}{7}\% = .21\frac{8}{7}\% = \text{loss on the } \$4.20.$

$\$5 - .21\frac{8}{7}\% = \$4.78\frac{2}{7}\% = \text{loss on flour.}$

Hence, $9\frac{1}{5}\% = \$4.78\frac{2}{7}\%$, and $100\% = \$53$. Ans.

W. H. BYRUM.

437.

Let 100% = payment.

Then \$1,500 — 100% = after 1st payment.

6% of this = \$90 — 6% = interest.

\$1,590 — 106% = amount.

\$1,590 — 206% = after 2nd payment.

6% of this = \$95.40 — 12.36% = interest.

\$1,685.40 — 218.36% = amt.

\$1,685.40 — 318.36% = 0.

\therefore \$1,685.40 + 3.1836 = \$529.4006. Ans.

C. W. FINLEY.

438. It was named by an Icelandic chief, who for some crime was obliged to flee from his native land. To induce his countrymen to follow him to Greenland, he falsely represented it to be superior in fertility to Iceland.

JOHN K. SHERIDAN.

439. The Bras d'Or is an arm of the sea that nearly divides the island of Cape Breton.

GEO. MCBRIDE.

440. At 8c per rod it would cost 32c for each rod the field is in length. In order that it may cost 5c an acre the field must be so long that a strip $\frac{5}{32}$ rods in width will make an acre. Hence, $160 \div \frac{5}{32} = 1,024$ rods in one side of the field, and it contains 6,553.6 acres. Ans. W. N. VANSCOYOC.

MISCELLANY.

ANY one wishing to buy bound volumes of the SCHOOL JOURNAL from 1872 will address P. H. K., care of this office.

GIBSON COUNTY.—The school work in this county is moving on in good lines under the direction of Supt. Thos. W. Cullen.

OAKTOWN.—C. F. McIntosh, of Oaktown, and W. V. Troth, of Wheatland, will conduct a Normal here, beginning April 17th and continuing eight weeks.

WHO CAN ACCOMMODATE? Any one having an April number of the JOURNAL of 1881 to spare will confer a great favor by informing E. O. Ellis, of Fairmount.

THE CLINTON COUNTY Summer Normal will open in Frankfort June 12 and continue eight weeks. County Supt. J. W. Lydy and City Supt. B. F. Moore will have charge.

DR PAUW UNIVERSITY will hold a six-week summer school, which is a "new departure" for this institution. It is also doing extension work. Write to President John for particulars.

THE 2nd winter term of the Central Normal College is in progress and will close the 30th of March. The term is larger than the last one by a large number. The spring term opens April 4.

THE INDIANAPOLIS HIGH SCHOOL No. 1 now has belonging to it nine hundred pupils. Geo. W. Hufford is principal, and the school was never in better condition or more satisfactorily conducted.

DR. RALPH BUTTERFIELD, of Kansas City, who for many years has lived a recluse and recently died in apparent poverty, leaves a bequest to his *alma mater*, Dartmouth College, of \$185,000.

A Summer Normal School has been arranged for, within ten minute's ride from the World's Fair grounds, to open July 10. It will hold only forenoon sessions. For details address E. E. Smith, 86 Wabash Ave., Chicago.

INDIANA UNIVERSITY offers a spring term and summer term for the

special benefit of teachers and others who cannot attend all the year. The work done in these terms can be credited on a regular course. Write for particulars.

MISS MARY ELIZABETH GARRETT has given to Johns Hopkins University \$305,977, the additional sum required to enable the trustee to open the proposed medical school in which women shall have the same opportunities for study as men.

BRAZIL will add to its present capacity four new school rooms this year. Its high school enrolls eighty-five and the graduating class numbers twenty-three. J. C. Gregg, the Superintendent, is holding things steadily on the upper course.

E. L. KELLOGG & Co., publishers of the N. Y. School Journal, and various other papers and aids to teachers, have moved into new and elegant quarters at 61 East 9th Street, New York City. The establishment is said to be fine and a credit to the teaching profession.

DELAWARE COUNTY.—We recently visited the office of County Superintendent Lewellen and caught him in the very act of boxing his materials for the World's Fair. We promised not to tell what he put in, but we feel at liberty to say that Delaware county will make a good showing.

MUNCIE.—The writer recently spent a short time in the schools of this place. He found most of the rooms he visited in excellent order and the work being done was of a high grade. The teachers were earnest and interested and seemed to understand the purpose of their work. Superintendent W. R. Snyder has his work well in hand.

DEARBORN COUNTY.—The schools of this county are reported in excellent working order. Not many counties can boast of a room fitted up especially for its teachers, and not many counties can boast of a teacher's library containing over four hundred volumes of choice literature. Superintendent S. J. Huston is behind this work and deserves much credit.

TEACHERS:—Do you know about the modern Round Table, under the patronage of Harper's Young People? You can do much for your pupils by having them join this organization. Membership costs nothing; you need not even take the "Young People." There is but one restriction—membership is limited to those less than eighteen years of age. If you wish to know more about it, write to Harper's Young People, who will be pleased to give you additional information.

HENRY COUNTY is forging to the front. At last report, it had over 4,000 members of its Y. P. R. C. It has placed 100 libraries in the district schools this year. Every school in this county contributed something to the educational exhibit sent to Chicago. Last spring and summer this county had eighty-five young people, some teachers and some preparing to teach, away attending school, and many are expected to go this spring and summer. F. A. Cotton is the county Superintendent and the moving power.

BENTON COUNTY.—The Annual Association was held Feb. 10 and 11, at Oxford, and only ten of the hundred and twenty teachers were absent. At ten o'clock, Friday, the Christian Church was crowded and at every session after that the church could not hold the people. The papers were all good and the discussions excellent. The only trouble was lack of time for discussions. W. H. Glascock's lecture on the Merchant of Venice was well received. He also talked of Y. P. R. C. Saturday morning. The meeting was the best ever held in the county.

WE WILL GIVE for one new subscriber to the JOURNAL, or one renewal, at club rates, received before April 1, with cash (\$1.25) postpaid, either

of the following: "Evolution of Dodd," that prince of pedagogical stories, full of practical suggestions to teachers; "Black Beauty," an excellent book to read to a school, in which kindness to dumb animals is taught by means of an interesting story, or "Uncle Tom's Cabin," that wonderful story of slave time, that has had a larger sale than any other novel ever written. For two subscriptions and \$2.50 we will send, beautifully bound in cloth, that remarkable production of Hawthorn, "The Scarlet Letter," or "The House of Seven Gables" by the same author.

A SCHOLARSHIP of \$200 is offered by the Vassar Students' Aid Society to a student passing the best examination for admission to the freshman class of Vassar College, the examinations to be held in June, 1893. This scholarship covers one-half of all charges made by Vassar College for one year's board and tuition. It is offered as a loan not as a gift, but no interest is asked and no date of payment is fixed. Examinations will be held in Chicago, Denver, Cleveland, Cincinnati, St. Louis, Washington, Louisville, Detroit, Omaha, San Francisco; and, if necessary, arrangements may be made for examinations in other localities. Applications for this scholarship must be made before April 1, 1893. All applications and all requests for information must be addressed to Miss Jessie F. Smith, South Weymouth, Mass.

NORTHERN INDIANA TEACHERS' ASSOCIATION.—The Association will be held at La Fayette, Indiana, March 30, 31 and April 1. The arrangements for this meeting are largely completed. In addition to the usual plan of visiting the City Schools, and the formal addresses at the Opening Meeting of the Association on Thursday, the committee is prepared to announce the following:

Papers and Discussions.—1. Before the General Association: "The Best Teacher; from a Superintendent's Point of View." "The Best Superintendent; from a Teacher's Point of View." "Possible Utility of University Extension to the Public School Teacher." "The World's Fair as an Educational Opportunity."

2. Before the High School Section: "Shall we do more thorough work in a few Sciences in our High Schools, or a small amount in many Sciences?" Symposium: "English as Taught in our High School.

3. Before the Grade Section: "Definite Lines of Supplementary Reading in the Grades of the Public Schools." "Graded Instruction in Natural Science Studies below the High School."

President George S. Burroughs, of Wabash College, will deliver the annual lecture. Subject.—"The Mutual Helpfulness of School and College."

There will be the usual railroad facilities, with possibly some special arrangements on a few of the lines. The committee is corresponding with a view to having excursions on the Wabash, Clover Leaf, and Monon lines of transit.

W. P. BURRIS, Ch. Ex. Com.,

Bluffton, Indiana.

The editor regrets exceedingly that no announcement has come for the Southern Association.

LATER.—The association will be held at New Albany, March 29, 30, 31. For printed program giving full particulars, address the chairman of the Executive Committee, J. B. Starr, New Albany.

PERSONAL.

STEPHEN SCUDDER, a State Normalite, is principal at Sharpsville.

J. W. BUSH is principal of the Haughville schools. He has ten schools and two buildings.

T. H. MEEK, a leading teacher of Dearborn County, is now in charge of the schools at Ludlow, Ky.

P. H. KIRSCH, Superintendent of the Columbia City schools, has been appointed State Fish Commissioner.

J. FRAISE RICHARD, formerly of this State, is at the head of a new "Modern Normal College" in Washington, D. C.

ELMER E. TYNER has charge of the Greenwood schools. A recent visit by the writer found the schools in good working order.

G. S. BURROWS, the new President of Wabash College, is a man of marked ability, and is giving universal satisfaction.

E. H. BUTLER is still superintendent at Rushville. He reports his schools in good condition and everything moving smoothly.

S. E. TAYLOR, an old Indiana teacher, is superintendent of the schools of Carthage, Mo. He is entering upon his third year in that position.

L. N. FOUTS, who for two years past has been at the head of the Covington Normal school, has sold his interest in the school to C. W. Burton.

T. H. BALL recently read before the Lake County Teachers' Association an interesting "History of Education." It has been printed in pamphlet form.

CYRUS W. HODGIN, who is spending a year at Chicago University, has been made President of the Historical and Political Science Association of the University.

PROF. KINNAMAN will graduate soon in the New York School of Pedagogy. He will then take the chair of that department in the Central Normal College at Danville.

W. H. MACE, well known in this State, now Professor in Syracuse University, N. Y., has been giving a course of lectures in Chicago. Mr. Mace is a rising man, and Indiana should have kept him at home.

LEMUEL MOSS, ex-President of the State University—at present editor of the Baptist Ensign, at Minneapolis, has been invited by the senior class of Franklin College to make an address to take the place of the class orations next commencement.

E. E. SLICK, who has charge of the natural science in the Michigan City schools, according to reports, is making quite a success of his department. Only the best methods are employed, and much of the simpler apparatus is manufactured by the teacher and pupils.

MISS NELLIE AHERN, of Spencer, a former teacher, but for the last two years assistant to the State Librarian, has been elected State Librarian by the Legislature. The selection is a good one, and the public can rest assured that the library will be well cared for, and that those who have occasion to use its books will receive courteous treatment.

JOHN M. COULTER, President of Indiana University, has been offered the Department of Botany in the great Chicago University, at a salary of \$7,000, and it is probable that he will accept. The offered position would enable Dr. Coulter to devote himself to his specialty, and the salary is commanding. Indiana seems to be able to grow first-class material in the teaching profession, but does not pay salary enough to keep it. Dr. Coulter is a superior man, and Indiana will sustain a serious loss if he goes to Chicago.

G. M. NABER, Superintendent of Whitley County, deserves, and will doubtless have, the sympathy of his many friends. His wife, after an illness of more than a year, died February 14. He had taken her to the best physicians, and had accompanied her to Colorado, to New Mexico.

and Texas, hoping that a change of climate might be helpful, but all in vain. Mrs. Naber was a lady of culture and possessed of many virtues, and was held in high regard by those who knew her. Notwithstanding the unfavorable circumstances, Mr. Naber has his schools in good condition.

J. C. THOMAS, who for more than twenty years has been favorably identified with the publishing business of the West, has just accepted the position of manager of the Educational Department of the Werner Company—a new publishing house, which has acquired by consolidation and purchase, a number of publishing interests in Chicago. Few men have had a wider experience or a larger acquaintance among educators of the West than Mr. Thomas. He was for a number of years agent for Messrs. A. S. Barnes & Co., then correspondent and agency manager for the American Book Company. During this time he has been largely instrumental in the development and extension of the Reading Circle, in which work he was one of the original movers. Mr. Thomas is a royal good fellow, and his many Indiana friends will wish him success in his new field of work.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

PRIZE OFFER.—Five thousand pages of the very best literature. To subscribers for the INDIANA SCHOOL JOURNAL for the best essay not exceeding 1000 words on "The Advantages to be derived from having American Literature read in the public schools of the United States."

A complete set of the "Riverside Literature Series," consisting of sixty-two single numbers and four double numbers, and comprising over 6000 pages of complete masterpieces chosen from the writings of Longfellow, Whittier, Emerson, Holmes, Lowell, Scott, etc., will be given free to that subscriber for the INDIANA SCHOOL JOURNAL who sends to us before April 15, 1893, the best essay on the subject indicated above. The essay receiving the prize will be published in this paper.

Information of assistance to those competing for the prize will be cheerfully sent on application, Address,

3-1t INDIANA SCHOOL JOURNAL, Indianapolis, Indiana.

TEACHERS desiring to spend their vacation profitably, or to engage permanently in a paying business, should read the following testimonial, and write at once to B. A. Bullock, manager, 36 N. Delaware St., Indianapolis, Ind.:

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B. A. BULLOCK, Indianapolis, Ind.

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Yours very truly, B. F. WATSON.

78 Bradshaw Street.

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A SCHOOL OF THE FUTURE.

EDGAR PACKARD.

Shakespeare puts in the mouth of Mark Antony these words: "I have neither wit nor worth, action nor utterance, nor the power of speech to stir men's blood." These words are very applicable to the present occasion, yet, as teachers, we should have in mind somewhat definitely a perfect school, toward which we are moving our present imperfect school.

We shall here attempt to draw our picture of a future school, but if you should live to prove it untrue, don't heap live coals on us, for we make no pretensions to being either a prophet or the son of a prophet.

If the impression made on a kodak by a Hoosier school room in the good old times when hickory was at a premium, should be compared with an impression made by the present school room, we would be led to infer that another seventy-five or one hundred years might reveal what would appear now at least to be a perfect school. In this life we live between two walls, the one

back of us is of historical glass, through which we can see, with different degrees of distinctness, the past mental and physical activities of the race. The wall in front of us is built of solid masonry, through which we cannot penetrate. Like Noah's dove, however, mentally we can go out over the wall and return with some notion of what the future may be. The dove has gone and returned, and whether by Rip Van Winkle means or otherwise, we find ourselves amid all the grandeur of the twentieth century.

What a sight! The electric age is upon us. The cars and carriages, with storage batteries, spin by with reckless rapidity. Electricity is as common as Adam's ale. Even the home of the lowly is lighted, heated and cheered by it, and it furnishes the energy that moves the air ship and the farmer's plow, the railroad car and the bicycle. The government has harnessed the mighty rivers and made them pay tribute. This tribute, in the form of electricity, runs on wires to all parts of the country. So cheap is it that the farmer, after the connection is made, can continue its use cheaper than he had previously supplied himself with curry-combs. Our mind whirls and reels. It is so much smaller than its environment. We resolve to seek some forest primeval and there remain until our thoughts are collected. With this end in view, we start down a paved country road. People spin by us in various kinds of vehicles, and all seem very much surprised to see us walking. Presently we come to a man who, with a machine, is fixing a break in the pavement. We engage in conversation with him, explaining that we have taken no note of the world's advancement since the days we taught school and Gardner was superintendent. The gentleman, seeming to care more for his work than for talk, informed us that across in yon maple grove is a

school, and if we care to visit there we will be well treated. Thanking him, we wend our way in that direction.

As we went along, our mind ran back over some of its past experience, in which a certain school and an uncertain teacher figured. A particular Monday morning paints itself in ghastly colors. The teacher is just starting to school, and though usually regarded a bright fellow, he is dull enough now. He spent the evening with the child of a neighbor, and did not retire until four a.m. He has been up seven minutes, and has neither the time nor the appetite to eat any breakfast. It is raining. Before him is a long, muddy road. At the other end are about four dozen poorly classified, badly graded, ill provided, rebellious young Hoosiers that he is compelled to meet, without a single idea as to how to teach them. Blue Monday, indeed! In the midst of these thoughts we reach the grove. The trees are not the relics of a jack-knife cyclone, but are perfect as an Apollo, with beautiful flowers growing among them. A man is caring for the flowers, and to him we make known our desire. He directs us to the front door, where the janitor will meet us and show us through. Walking up the path, the great building comes into view. Not great in size, but there is something about it that makes us feel very small and our importance diminishes at every step. Feeling like a speck at the bottom of a sea of solemn stillness, we touch the door bell. Promptly the door slides back, and the janitor rises to greet us. The room, a sort of vestibule, contains the wraps of the students, which we notice are uniform, and the registers and appliances for regulating the building.

The janitor explains that one of the registers indicates the purity of the air, another the brilliancy of the lights,

and still others the water supply, the heat, etc., all of which are under his direct control.

Taking up a whispering machine, which consists of two caps joined by a string, he shows how to fit them over the mouth so we can hear each other distinctly and still not disturb anyone. With this preparation he opens the door, and moves us into—into the hope of a republic. We are dumbfounded! For nineteenth century eyes to look upon the grandeur of the twentieth century, is like associating the finite with the infinite. We presently realize, however, that we are in a circular room about forty feet in diameter. The floor is beautifully carpeted, the high ceiling is conically shaped, crowned at the apex with a skylight, and through this all the light enters that comes from the outside. Directly under the skylight is a cluster of steadily burning electric lamps, by which the light is regulated at all times. Thirty pupils, the maximum number, have places along the wall. Their bookcase, desk and seat are a part of the wall and fold into it when left. "This room," explains the janitor, "is the study chamber, and there are four branches from this—my room, the discussion room, the laboratory and the gymnasium." We inquire about the teacher and are told that he is with a class in the discussion room. "Who acts as policeman while the teacher is out?" we ask. "Nobody," replies he; "I have been here ten years and in all that time only one pupil has abused this privilege." We could not understand this, for when we used to teach school no child was expected to do a good thing unless he was watched. The janitor explains that the intervention of some wise laws greatly aids in this. The State gradually found out that the family was the foundation of all the other institutions, and the reason there were bad people was because they had been reared by parents that would corrupt the morals of a mule.

One of the laws enacted forbids the issuing of a marriage license unless the lady in the contract has a kindergarten diploma. If a child is born to a mother who has not this diploma, the State takes charge of it, as in the days of Plato. Not a maid between seventeen and seventy but that has a diploma. Great activity. Thus, every family has become a kindergarten, where the child is kept until it is ten years of age and taught the rudiments of knowledge, but, above all, to be a lady or gentleman. When he enters school he sees the necessity of work and knows how to work. The school course, too, has been greatly changed, *e. g.*, political economy is now taught with history incidental, instead of history with political economy not at all. The citizen is not left, as in days of yore, to get his knowledge of politics from a torchlight procession or a bass drum.

Again, the State has learned that the school could not do everything—control the temperance question for example. Many States had the school curriculum weighed down with work, the purpose of which was to get the child to hate the saloon, but it was found cheaper and better to enact national prohibition and let the time in the school room be used for something else. The State also found out that everybody could not teach school. That many who, through influence or intellect, or both, get a "license" or an "exemption," do not have all the attributes of an ideal teacher. There are many laws relating to the qualifications of a teacher. As I understand them, they sum up as follows: First, the teacher must be of such a sex that at his funeral the words spoken over the body of Brutus, "This was a man," will be appropriate. "What! no lady teachers?" we asked; "a law depriving ladies of honest employment? That is unjust! It's outrageous!" "Hold on," whispers our

friend; "the school is for the development of the child, and when anything is done that relates to schools, it is done with an eye single to the child's own good. The State has found that women make the best of wives, and, also, they are man's superior in training young children, but to implant the idea of citizenship they have been weighed in the balance and found wanting. Also, as the State prepares its teachers for the profession it does not care to prepare a lady to teach at its own expense and then have her say goodbye and play a wedding march."

"To be a teacher, the boy has to choose the profession at sixteen. He is then examined by two committees, one consisting of his own acquaintances, under oath, and the other a committee appointed by the State to examine all students entering the State Normal. An unfavorable report from either puts an end to further applications. In the normal he spends four years in academic work, two years in method and the school system, and one year in actual teaching under critic teachers. Then, if so fortunate as to have a better half, he is located for his life work. His work extends through nine months of the year. Of the three months' vacation he has to spend one of them in the State conference, in which all the teachers meet and exchange ideas, which give new energy for their work."

"But," added he, "I must be hastening." Going to a table he began showing us some queer apparatus. One thing specially attracted our attention; it was the representation of the earth under a microscope, which could be so adjusted that one could see the outline of the continents, or on a smaller area could see even wagon roads. The janitor explains that books are now being printed on wax in this way and read through stereoscopes. They are costly, but a man can carry about a thousand vol-

umes in a small grip. Referring to the recitations, the janitor explains that each is an hour in length, and that four recitations or discussions are held each day. As there are six grades and four classes in each grade, there is one discussion in each class in each week. We inquire as to the expense, and are told that the schools have been so careful with their trust that the State has full confidence in them. They find that the best investment they can make is to give to the schools. Like lending to the Lord, it yields rich returns. The teachers are well paid and well cared for. They are given every fifth year for university work or travel, and after twenty-five years' work they are retired on half pay.

As the class now came out of the discussion room, we went in to meet the teacher. The janitor, after introducing us, returned to his work. We explain to the teacher how kindly we have been treated, but there is one thing more that we do not understand, and that is why we did not have such a school as this when we were a teacher. He replies that the world has had the advantage of a great deal of thinking and experience since that time, "but, from what I have learned," said he, you had a great many things to oppose you; you had too many teachers, breathing, yet dead; too many others that could be described with the words used by Pope in describing the Indian:

"To be contents their natural desire;
They ask no angel's wings, no seraph's fire."

"Then of the ambitious ones there were too many who spent their vacations not in study, but in influencing school boards for positions. Again, there were too many school boards that regarded the political qualifications of a teacher as the stone that stood at the head of the corner. I was just reading," said he, "of a city where

the superintendent and all the principals were in perfect political harmony with the school board. To have changed politics would have been to change place. Next, many of the school buildings in those days were a disgrace to civilization. The homes were carpeted, hung with pictures and beautified in many ways—church buildings the same—but to compare these with many of the school rooms would be like comparing the prince with the tramp. Carpet in the school room was unknown, instead they had a floor of ink-stained boards. The walls were unpapered, stained and black. The windows were uncurtained and the stove was a wreck. Of course the children did not, could not, respect such surroundings. A tendency to disrespect was planted and cultivated, first for the building, then for the teacher and companions, and, later in life, for State, church and family. All because the State withheld a few paltry dollars."

The question we leave with you is: Have you a future school in mind, and are you putting forth your every energy to realize it? Do you see the future of each one of your pupils in the church, State or family? Are your efforts tending to make them *stars* or *mars* in these institutions? Are your efforts such in every way that when eternity dawns and you see the result of your work, you will hear the welcome words, "well done," or will you, in very shame, cry out, in all the agony of a remorseful heart, for the mountains to fall upon you and hide you from the eyes of the Great Judge?

Young America, Ind.

AN AUTUMN WALK BY A SCHOOL.

JULIA ASHLEY.

We noted the time of starting, the kind of weather, names of streets, directions taken, buildings of interest,

factories and what was made in them. The fathers of some of the children were employed in these factories and they were glad to tell of it. The homes of some of the children were noticed as we passed them. At the railroad crossing we paused as a train passed and remembered that this is one means of going from place to place, that it is the quickest way to travel and that people also travel on ships and boats, and in wagons or carriages.

We continued our walk and soon came in sight of a hill. One child cried joyously, "Oh, a hill! a hill!" and ran onto it. Others joined him. We rested on the hill and compared its height with that of the ground over which we had passed. Just beyond, the brook met our view. We walked along the bank, through the dry leaves, listening closely to the music under foot. We paused a moment to hear the wind in the trees. I asked: "What does it say to you children?" One boy replied: "It says God is ever good to me." The thought was doubtless prompted by one of our morning songs. Here we talked of the silent witnesses for God, viz.—the sun, the sky, the brook, the trees in their beauty. We repeated, "Praise the Lord, O my soul, praise His holy name," and sang:

"Morning beauty tender,
Dawns in rosy ray;
Praise the source of splendor,
Praise God's name to-day."

"See the golden glory
In the tree tops play,
Hear the voiceless story
Praise God's name to-day."

I asked, "What have these things said to you?" The reply was, "Praise God's name to-day." The children had learned the poem,

"October gave a party,
The leaves by hundreds came.
The ashes, oaks and maples,
And leaves of every name."

"The sunshine spread a carpet,
And everything was grand;
Miss Weather led the dancing,
Professor Wind the band."

"The chestnuts came in yellow,
The oaks in crimson dressed;
The lovely Misses Maple
In crimson looked their best.

"All balanced to their partners,
And gaily fluttered by;
The sight was like a rain-bow,
New-fallen from the sky.

"Then in the rustic hollows,
At hide-and-seek they played;
The party closed at sundown,
And everybody staid.

"Professor Wind played louder.
They flew along the ground;
And then the party ended,
In jolly all hands round."

At once, as the leaves went whirling across the grass, one girl said, "Those leaves are having a party."

Then we noticed the shadows which the sunshine made on the grassy carpet, and paused to hear Professor Wind play louder and louder, and to see the leaves dance faster and faster to his music. Here we crossed a bridge and came to the spring. We noticed it feeding the brook or rather, giving it a drink, as one girl thought. We observed that here the bank was like a hill, and that the spring at the foot of the hill was almost level with the bed of the brook. We talked of how the spring is fed by the raindrops; found that the water in the brook flowed down the hill, that its direction was south-west. We named the banks right and left; stood in a position to discover the right and left banks of any stream. We studied the bed, or basin, and found the direction of the head, or source. I explained that this brook flows on and on until it reaches a river, which is like a brook, but many times larger; also that the brook empties into the river. I asked, "What is the part of the brook called where it empties its water into the river?" After a pause, a faint answer came, "The foot." This was prompted, no doubt, by the fact that the other end of the brook is called the head. I suggested the term mouth, which all agreed would be better. Thus we named it. We would have enjoyed a drink from a leaf cup at the spring, but I deemed it not safe owing to the public location of the spring. The water being low, one boy found

that he could jump from bank to bank. We saw little sand beds forming islands in the basin. We noticed its winding until it passed from sight. We rested looking at the brook and the children repeated after me;

“O, tell me, pretty brooklet!
Whence do thy waters flow?
And whither art thou roaming.
So smoothly and so slow?”

I answered for the brook:

“My birthplace was the mountain,
My nurse the April showers;
My cradle was a fountain,
O'er-curtained by wild-flowers.”

We passed into a residence park, gathered beech-nuts and acorns, associated them with the trees from which they had fallen; named the different trees we saw and noted the color and size of the leaves. Here the children saw the leaves play hide and seek in the rustic hollows. The question arose whether the brook we had passed fed the fountains here, or whether the water came from a spring. One boy could explain how the water was carried through large pipes under the ground; that it came from a river west of the city; that it was forced into the pipes by big engines pumping all the time. He named the river and I told the children that the brook flowed into that river. We decided that possibly the spring and brook were helping to make the beautiful fountain. We rested on the grass singing:

“Come, little leaves,” said the wind, one day,
“Come over the meadows with me and play,
Put on your dresses of red and gold,
For summer has gone and the days grow cold.”

“Soon as the leaves heard the wind's loud call,
Down they came fluttering, one and all;
O'er the brown fields they danced and flew,
Singing the soft little songs they knew.

“Dancing and whirling, the little leaves go
Off with the wind who loves them so;
Soon fast asleep in their wintry beds,
The snow lays a coverlet over their heads.”

We returned home another way, crossing the brook at a different place. The children were delighted to find it again. A kind farewell was spoken to it by all.

Previous to this walk the children had learned the poem:

"Great, wide, beautiful, wonderful world,
With the wonderful water around you curled,
And the wonderful grass upon your breast--
World, you are beautifully drest!"

"The wonderful air is over me,
And the wondeful wind is shaking the tree,
It walks on the water and whirls the mills,
And talks to itself on the tops of the hills."

"You, friendly Earth, how far do you go
With the wheat fields that nod and rivers that flow,
With cities and gardens and cliffs and isles,
And people upon you for thousands of miles?"

"Ah! you are so great and I am so small,
I tremble to think of you, world, at all;
And yet, when I said my prayers to-day,
A whisper inside of me seemed to say:

"You are more than the earth,
Though you are such a dot;
You can love and think,
And the earth cannot."

They had formed the sphere in clay and knew our earth was a great sphere. They had made the hemisphere from the sphere and had learned the term hemisphere. The sphere had been represented by coloring and sewing, The cities, gardens, cliffs and isles may be represented with the sand table—also the brook after a study of it during the walk. The time occupied in the walk was not quite two hours.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.]

PRIMARY HISTORY.

The points thus far considered have been the following: First, the nature of the thing really to be mastered in the study of history, not merely the event, but the growth, change or development which this event indi-

cates. Events are means or devices that must be used to penetrate to this hidden energy, this race development. Second, it was the attempt to show that the individual, the community, and the nation, are each historical units; in each is found the whole round of growth—business, state, church, education and social life. The third attempt was to show that a complete course of study in history should begin with biography work, then work on some typical communities and finally a consideration of the nation. This is in the line of their degree of difficulty—the order in which the child can best master them. Of course, this assumes that history work should be begun with the children in probably their second year in school and not to wait until they have finished the complete arithmetic and are wrestling with technical grammar.

The fourth point made was the nature of the line of biography work. It was attempted to show that these biographies ought to exhibit two things: They ought to present ideals (or as nearly such as possible) in all five lines of growth or life, and not merely in that of the state; then, the men to be studied should be taken from such a wide range of time as to indicate clearly the fact of growth or development. I wish I were able in this connection to give in the main a series of lessons given by a young man to a class of children, in the second year of school on Thomas Jefferson. He came to the recitation well prepared, yes, exceedingly well prepared, to tell the children in the simplest way the story of the life of this man in such a way as to give the class somewhat of an idea of how the people of the United States, and especially of the south, lived in the last half of the eighteenth century, (their five-fold institutional life) and have the children compare with our own time. He began

by telling them he was going to tell them the story of a man who was a little boy a long, long time ago; so long ago that the grandfather of their great-grandfather lived about the same time as the one to be talked about. "The name of this little boy was Thomas Jefferson. The first house in which Thomas ever lived was only one story high, with a large porch on three sides of it. Thomas's people were very wealthy, owning hundreds of acres of land, but in the house they did not have nice, soft carpets as we have, nor sofas and many easy chairs. Such things at that time were almost unknown to people living in this country. The old colored cook did not prepare meals on a cook stove as we do now, but did most of it in an open fireplace and an oven out of doors. Then there were no stoves of any kind in Thomas's home, only what would seem to us as very, very large grates, and Thomas warmed himself by standing before the fire. But then it isn't quite as cold where Thomas lived as it is here, the summers are much longer and the winters much shorter.

"Thomas did not play with other little boys and girls because it was several miles to where others lived with whom his mother would allow him to play. On this very large farm of his father's there were a great many colored or negro men and women with their children who did all the work for Thomas's father, but he was not allowed to play very often with these colored children. People thought it degrading for children of such rich and educated persons as Mr. Jefferson's family to have much to do with the negroes who did their work for them. But we know now that there are many people who are poor, who have to work for other people, and many of whom are negroes, who are really just as honest and kind and good as those for whom they labor, and these are the things that make people really worthy of

respect and not the amount of money they may have nor what color they may be.

"Yes, Thomas's father owned, really owned, as your papa owns his horse, very many negroes. These negroes did all his work for him and did not get any pay except some very coarse clothes, plain food, mostly pork and corn bread, and a little rude shanty to live in. Mr. Jefferson had certain white men hired to see that these colored people did all the work of planting and taking care of the tobacco, cotton and corn they could possibly do. One day Thomas saw one of these overseers whip an old colored man very hard because he did not do as much work as some of the others. Although only a little boy, Thomas made up his mind if he ever had control of these people he would be more kind. And when he became a man he was very kind to them, often giving them their freedom and paying them some money for their work. Then, too, when a man, he never bought or sold a single one of these people, for he thought this was wrong."

It would make this paper far too long to give, as this teacher gave it, the account of how people lived in the time of Thomas Jefferson. I must omit his references to the school, the church Thomas attended when a boy, and their means of communication. But I cannot omit the teacher's account of Jefferson's connection with the Declaration of Independence.

"Then the people in this country could not do as they wished unless a certain king who lived a long, long way from here told them they might. And this king was very cruel and wanted his country to get as much money from the people here as it was possible to get from them. So he would not allow these people (and Thomas, now a man, was one of them) to sell their corn and cotton and

other things to the one who would pay them the most; he would not allow them to sell their goods to any other person than himself and he would pay what he pleased for them. Then he told them he did not allow them to buy their cloth, tea, paper and some other things where they wished, but they must buy all from him and he would charge just as much as he wanted to charge. Thomas and a great many other men thought this was very unjust and they called a meeting of the principal men in the country. When these men came together they decided to write a letter to the king and tell him how dissatisfied they were with the way in which he was treating them and ask him to be more kind to them. In this letter they were very polite and nice to him and told him of all the things they did not like and hoped he would listen to them and change some of the laws. They sent this letter and waited and waited for a reply, but none ever came. The king paid no attention to this letter but if possible seemed more cruel than ever, and more determined to make the people do just as he wished than ever before. Just think of it—he did not want them to make any nails even to fasten shoes on their horses' feet nor even common straw hats to wear every day! He was determined they must buy them all of him and then he would charge as he pleased.

"But the time went on, and, as I said, no answer to their letter ever came. The people thought they would quit using things they had to buy of this king. Instead of tea, they used the leaves of the raspberry bushes, and instead of getting nice cloth from the king for clothes, they wove for themselves a cloth, which, although very coarse and not at all pretty, every one, rich and poor alike, made and wore. These things made the king very angry, and finally the people determined to hold another

meeting and write the king another letter. When they got ready to write it they wanted the very best man they had to write it and whom do you suppose they selected? It was Thomas Jefferson. They said they wanted him because he had a better education than most of them and was an excellent lawyer and was better able to write things well. Others helped him by suggesting things, but Thomas did most of the work upon this great letter. In this letter Thomas told the king again of all his cruel and unjust acts. He said, 'You will not allow us to make the kind of laws we need here in this country; you have tried to keep people from coming to our country and help us cultivate our great pieces of land; you have sent a great many officers to watch over us and do our business for us and we have had to pay them all you said we should; when we have been quiet and peaceable you have kept your army here among us and we had to give them food and places to stay; you will not allow us to sell our rice, sugar, tobacco, etc., where we please and buy our tea, paints, clothing, paper, etc., where we wish to buy; you make us pay taxes to help keep up your people at home without our consent; you pretend we have done things that are wrong, and then make us go across the ocean to your country to have a trial; you have burned our towns and killed our people; you try to get the Indians to fight us. All this time we have sent you word that we wished you would treat us more kindly, but the only answers we have received have been repeated injuries from you. Such a man as you are is not fit to be the ruler of a free people. We have always tried to be respectful and polite to you and we have warned you several times that you must cease being so cruel to us. Now, from this time we are not going to obey you; and we are going to

be a free and independent people; from this time we are going to do just as we please and never ask your consent in any matter. If you are willing to let us do just as we please, then we will be friends; but if you are not willing, we will raise an army and fight you, and we believe God will help us to be successful.'

"This letter was called the Declaration of Independence and these men talked it over and read it over two whole days to see if it would do to send to the king. On the fourth of July they decided they would send it to him. All over the country there was the greatest rejoicing for now the people felt they were free from this hateful king. They knew they would probably have to go to war with him as he would not let them be free unless he could not help himself, but they were willing to give up their stores and homes and all kinds of property to get money to carry on this war and they were just as willing to die on the battle-field if necessary.

"This Declaration of Independence was such a great event that every summer on the Fourth of July the people all over the land have celebrations in honor of it."

The teacher gave the remaining facts of Jefferson's life, bringing in as far as possible the great features of his time. These children of seven years were thoroughly interested in this little blue-eyed, sandy-haired boy, on through his manhood, and death on the Fourth of July, 1826, just fifty years after he wrote that famous letter to the king.

This is sufficient to indicate what I mean as the idea of primary biography work. If we only remember that all subjects have their primary phase and after getting the complete range of facts, try to see the child's side of them, this phase of Primary History is solved.

PRIMARY LANGUAGE.

Description may be made the main line of language work for the first four or five years. These descriptions will be of various objects beginning with exceedingly simple ones and gradually taking more complex, also beginning with the simplest, most easily accomplished purpose, the intellectual, and moving to the more difficult, emotional and volitional. The teacher may probably give almost the whole of the first three years to writing descriptions when the purpose is to make "an absent person know how the object is" before undertaking at all to have the children describe objects for either emotional or volitional effects. The great principle that underlies all forms of discourse when the purpose is intellectual is the one usually called *clearness* and this must be pretty well understood before the pupil can write with the other purposes.

Narration should be begun long before description is completed. As has been said before, simple or partial narrations are more easy than systematic descriptions. The easiest or most elementary form of narration is that in which successive states or conditions are given but no special attempt to see exactly how each has grown out of the preceding. The child tells of his walk to school, the changing surroundings of houses, people, streets, birds, trees, etc. He goes on an errand and faithfully reproduces the shifting conditions—he ran as far as the bridge, walked from there to the church, turned south at the church, again crossed the creek, went up the hill, entered a yard full of old-fashioned flowers, went on to the porch, into the house, etc., etc. This is one of the most elementary phases of narration.

Another phase of this incidental narrative work was

given in the January number of the JOURNAL in "The School Room" Department under the head "For First Year Pupils" by M. F. B. This belongs in the *imaginative* phase of narration mainly. The maple leaf was personified and made to tell its own story of its past life. This is one of the most interesting phases of the work to the children. When they are a little older and have had a somewhat wider experience they can very creditably work in this line. I have heard children of ten years give well written discourses on the history of a particular nail, pin, watch, and rain-drop. They personified these and let them, as they said, "tell their own story". One pin was made to say—"The first thing I remember was when there was a great number of us together and we were being put into rows on a paper. When that was done, the paper in which we were was folded up and with a great many other papers was packed in a big box and shipped a long distance. When we stopped we heard men about us talking about 'wholesale houses'. Here we lay for a long time, until one day a man said, 'This box of pins goes to Terre Haute'." And so on, the child traced his pin. The rain drop said, "I once lived in the ocean with many, many other drops like myself. Each of us had a little bit of salt to carry. One day the sun shone down brightly upon us and told us he wanted us to come up out of the sea. He broke us into tiny pieces, made us leave our salt behind, and made us into vapor." The child then continued the history, speaking of a warm wind carrying them over the land, of striking a colder current of air, of the tiny pieces coming together again and being so heavy the air could no longer hold them and their dropping to the ground.

These illustrations at best can only be suggestive, and then it should also be remembered that this phase of the

narrative work is not the main one, but that it has its legitimate place.

In order to produce a systematic narration, the writer must examine the object undergoing the change at, at least, two different periods. He must notice, not merely that there has been a change, but what has been the nature of this change. For the first systematic narrations for children, such objects should be selected as can be closely examined at different periods in their change. It is a good plan to use peas or beans and plant them in a box in the room to be ready for examination whenever desired. One of the most successful devices used in this line that I have ever seen, was a hyacinth bulb. The class examined the dry bulb and wrote a simple description of it. They took the intellectual purpose for their own and understood they were to describe the bulb, to make an absent person know how it was. In order to do this, they tried to find all the attributes possible without injuring the bulb as they wished it to grow. This description was treated just as if it were the end in itself and all necessary corrections were made.

The bulb was then planted in a glass globe for the purpose—the bulb sinking about half its depth into the mouth. Instead of soil being used, the globe was kept filled with water to the bottom of the bulb. The class watched daily for developments. It was not long before tiny thread-like roots descended into the water and small green leaves were seen pushing from the top into the air. The exact number of days for each was noted, which appeared first, leaves, roots, etc. When the roots were five or six inches long and the leaves two or three, the class again described it. From these two careful examinations and descriptions, they were now ready to give the first narration. To be sure it was rather meager,

but they had observed the changes and they put their results in writing. This little narrative was corrected, re-written, etc., until it was reasonably satisfactory to the teacher.

The plant went on developing until it bloomed—the purpose of its existence. Here came another careful examination and a description of it exactly as it was at that time. A comparison was made with its preceding conditions, the gradual changes noted, and they had the basis for another narration. This received the same attention as the previous compositions in its selection and arrangement of words, phrases and clauses, capitals, punctuation and spelling, selection of material and its arrangement in light of a selected purpose.

The teacher not only had her class write the history of the bulb in order to make some one *know* about it, but she also had them write for the purpose of arousing a feeling of wonder in the person addressed—a feeling of wonder at the mysterious changes wrought in the bulb, and at the perfect achievement of its ideal. And, finally, she had them write their stories for the purpose of inducing some one to buy it. This is readily seen to be a phase of volitional purpose.

This work could be varied in many ways. The children might have decided to write about the bulb in such a way as to influence their readers to work out their life purpose as perfectly, as completely, as the bulb had done. For the emotional, it might have been to awaken a feeling of beauty or sympathy or one of many others. This device serves to indicate what I mean by systematic, narrative language work. It would, of necessity, continue to be the main line for probably two years. The pupil is acquiring basal ideas for grammar—he is intent upon the meaning and thinks of every expression in its relation to what it stands for.

The attempt throughout this series of articles on Primary Language has been to show what seemed to me the principles in it and some devices that may be helpful in working out the different lines. The details, both as to the ideas of the work and devices to be used, must be left to individual teachers.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

A GUIDE TO THE STUDY OF LITERATURE.

In some previous articles we found three organic elements constituting a piece of literature: (1) the theme, or content; (2) the embodiment to the imagination; (3) and the expression in language. The first of these has recently been discussed. We now turn our attention to the literary embodiment of the theme; hoping again, to find guidance in the reading and literature lesson.

As in all other fine arts, the *idea*, or the *theme*, must appear in living presence in the form of the concrete individual object. Milton, in giving the essential characteristic of poetry, said that it must be sensuous. But the sensuous form in poetry differs from the other forms in fine art in being wholly imaginative. This, in giving more freedom to the imagination, is in itself, a source of great pleasure.

In poetry, two kinds of forms are used: the personal form and the other forms of nature. In Whittier's "Barefoot Boy," the joys of boyhood are concreted in the image of an idealized boy. Patient loyalty to duty is embodied in the "Village Blacksmith," by Longfellow; and Shakespeare has given us the type of avarice and revenge in 'a personal Shylock. Bryant makes a

"massive gateway" a type of death; and trust in divine guidance he expresses by means of a water-fowl. The far-reaching influences of a good deed in an evil world is put, by Portia, in the form of a candle throwing its beams far out into the darkness of night. "How far that little candle throws its beams; so shines a good deed in a naughty world." Such definite concrete forms as these are not always found; but wherever the discourse rises to the grade of fine art, the spiritual import must always be sought within an image. To state what this import is, and in what image it is manifested, is the first task of the literary critic.

These forms are created by the imagination in such a way as to give full, free, adequate expression to the contained idea. This is their law. Only such features of the object are brought out as are essential to the freedom of the idea. Idealization in the idea requires idealization in the object. In the case of the "water-fowl," only those features which are essential to it as a type of faith are described. It is far away, at a dizzy height above the earth, all alone, with nothing to guide, and lost in the abyss of heaven. All the minor expressions, as "the figure floats along," "fanning the cold, thin atmosphere," etc., are to emphasize those features which show the water-fowl to be completely guided by instinctive faith. The feeling of sublimity and fear, awakened by the contemplation of the dizzy height, is necessarily involved; for it harmonizes with the sublimity of infinite guidance, and the sense of dependence which arises when we contemplate our own weakness in contrast with the vast outlook of human life. To have given the ordinary zoological fact would have done violence to the ideal expressed. Forms must be idealized until they are fit types of the ideal content; and after the form in which

the theme is imagined has been ascertained, its adequacy as a form of expression must next be tested. After ascertaining that idealized joy of boyhood is expressed in the idealized form of a particular boy, the character of the idealized image which gives full and free expression to the theme must be noted. In this case, Whittier gives nothing personal that would in any way interfere with the highest and purest joys; but everything essential to that end is given—perfect health, freedom from the conventionalities of society, freedom from toil,—from everything which would hinder from living close to the heart of nature from which he sprang, and in communion with which he is filled with life and ecstasy.

It must not be overlooked that the form has two values to the imagination, and requires two kinds of activities to produce it. One is the simple picturing imagination; the other is the intuitive, the poetic imagination. The snow falling silently and covering the earth must be pictured by the simple sensuous imagination, and this in itself is pleasing; but to see in it the type of divine healing, under patience, of a deep-plunged woe, requires a very different exercise of imaginative power. When some type of life is embodied in a personal form, this latter activity is not exercised. When Hawthorne converts the two lilies which he finds sucking their life out of the same mud, one sweet but the other poisonous, into the two types of life, one assimilating all that is good and true, the other every thing vile and poisonous, he penetrates the objects by the power of poetic insight. This is an unusual, peculiar conception of Hawthorne's own mind. He thus gives to those objects a spiritual interpretation. To perceive the spiritual in a form in which it is not literally found is the function of the intuitive imagination; that is, to see objects, not as the necessities

of thought—logical necessities—require, but according to the free impulse of the imagination. Every one who thinks a pump would view it under the categories of thought, but it was reserved for Hawthorne to create in it a human consciousness, with an experience and a moral to relate. This peculiar, unusual conception of the individual mind is the most prominent feature of a genuine literary production.

The poet may be defined as one who makes spiritual interpretations of the concrete forms in the world about him. He is the true transcendentalist, for by him every thing becomes transfigured into the beauty and glory of divine types. One of the chief results of reading poetry is the training of the mind to transform what enters it into something strange and beautiful and divinely true. All this arises from the fact that the mind can not help feeling that back of all appearances there is a life akin to its own. This gives rise to figures of comparison, which form the most vital and the most prominent part in literary expression.

DIVISION.

The last article treated of the separation of the dividend into its orders, but no reductions were required in dividing. This one will treat first, of reductions in the dividend, and second, of long division. The simplest reductions are found in the decimal system; at least pupils can use the objects more easily in this system than in the others, although they must be led to see that the same principles are involved in each; and should be able to use each, one as readily as the other, when they have put aside their objects, or have them present only in their imagination.

Begin with problems requiring reductions in only one order; as, divide \$564 among 4 men. Let the dollars be represented by the bundles of units; each pupil being provided with his own bundles—five hundreds, six tens, and four units. The pupils know how to find one-fourth of five, but they have either had one remaining, or they have broken the remainder into four equal pieces; now they are to do neither of these things. If they have made the decimal system as they have gone along, and have kept the steps in the other processes complete, it will be a very easy thing to lead them to unbundle the hundred left and unite the tens in it, with the tens they already have and then find the fourth of 16 tens and of the four units. If this step is carefully taken the pupils will describe the process truthfully and will not say: "Prefix the remainder to the next figure of the dividend and divide as before;" or, "to the remainder annex the next figure of the dividend" etc., whichever the book happens to say.

After pupils can solve problems readily when only one reduction is required, problems can be given requiring more than one reduction, and the pupils will readily infer that the same process must be gone through. In drilling on this step, include problems in simple, decimal, and denominate numbers. If the text-books do break division up into division of simple numbers, division of decimal fractions, and division of denominate numbers, there is no "firm reason to be rendered" for the teacher's doing so. The teacher should so direct his work that when his pupils have completed division of simple numbers, they have also completed division of decimals and of denominate numbers. That is, they have completed division by an integral divisor.

LONG DIVISION.

The necessity of the long division form grows out of the inability of the mind to grasp and hold all of the relations involved in large numbers. The memory does not try to retain the relations existing between all numbers, but relies on the judgment in the form of comparison to assist in discovering anew, each relation formed. The result of each comparison is then tested as to its truth. After pupils can divide accurately and quickly any problem using no divisor greater than 10, or better, 12, they are ready to have the form and process of long division. In beginning the form, have nothing to distract the attention from the process which leads to the form; therefore, use old problems in teaching the form. Give the class some simple, familiar problem, and require them to solve it by short division first; then lead them from the old form into the new by the same problem.

Take the problem: Divide 724 by 4. Have it solved thus:

$$\begin{array}{r} 4) \underline{724} \\ 181 \end{array}$$

and analyzed. One-fourth of 7 hundred is one hundred, with a remainder of 3 hundred; 3 hundred reduced to tens is 30 tens; 30 tens plus 2 tens make 32 tens. One-fourth of 32 tens is 8 tens. One-fourth of 4 units is 1 unit.

Show that the 3 hundreds remaining came by adding together the 4 different 1 hundreds and subtracting their sum from the 7 hundreds. That is 4 times the 1 hundred was taken from the dividend; or the product of the quotient by the divisor was taken from the dividend. Show that this is the case in each step. Pupils have been unconsciously doing this thing all the time, but they are now to be made conscious of it. Show that they

have been doing it mentally and have not written down the result, but that they can write it out thus:

$$\begin{array}{r} 4) 724 \text{ (100} \\ \underline{400} \quad 80 \\ 324 \quad \underline{-} \quad 4 \\ \underline{320} \quad 184 \\ \quad \quad \quad \underline{-} \\ \quad \quad \quad 4 \\ \quad \quad \quad \underline{-} \\ \quad \quad \quad 4 \end{array}$$

Now analyze the problem and the analysis will be found to be identical with the other analysis. After comparing many problems in this way, pupils will begin to decide on the advantage of this form. After skill has been secured in the use of this form, the pupils can be permitted to unite the partial quotients as they obtain them and omit filling out the orders in the several products. They can be shown to test the correctness of the work by adding together the several products and comparing the same with the dividend.

When the class is ready to use other divisors than the ones with which they are familiar, do not give them divisors indiscriminately, but help them to strengthen their faculty of comparison by allowing it time and opportunity to grow. The very act of comparison is difficult, so do not complicate difficulties by giving hard comparisons at first--those in which so much allowance has to be made in forming the products. After 12, 20 is much easier to divide by than 13. But be very careful here else the class will infer that the division of a number by a divisor of more than one order is analogous to the multiplication of a number by a multiplier of more than one order; and this, at this time, would plunge them into difficulties with which they are not able to cope, so have them use the divisor as a whole. Some short cuts can be taken after awhile. Therefore, after 12 use 20, 30, 40, etc., then 21, 31, 41, etc., 100, 200, 300, etc., 101, 201, 301, 102, 202, 302, etc. That is, use divisors first in

which no reductions will have to be made in forming the products, or no allowance made in the comparison; then the ones in which very little allowance has to be made, etc.

If pupils are led carefully through this work there will not be so much hap-hazard, guess work, and division will mean something more than a mere formal manipulation of figures. Of course, this means a great deal of work and preparation on the part of the teacher. I once knew a teacher whose class in division solved between 1,500 and 2,000 problems in division, and she had every one of them solved in her own note-book before she asked the class to solve them. But when those pupils were promoted to the next grade they did not have to make up "back work" in division, but they could solve neatly, quickly and accurately any problem in division with an integral divisor. This was the teacher's reward.

J. S. T.

THE SCHOOL ROOM.

{Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools }

QUESTIONING.

Much time and strength is wasted in the school room by poor questioning. In addition to this, bad mental habits are formed. It is an old adage "that any fool can ask questions." So he can, but they are not always good questions. Some people seem to take the view of school teaching that all there is to do is to appear on the scene about time to begin and ask the pupils questions to see if they have their lessons, and punish those who are neglectful, and help those who are weak. This help is in the shape of telling them the answers to questions in grammar, history and geography and "doing their sums" for them.

No *teacher* will admit that this is teaching, yet there are persons called teachers who act in their school rooms as if they believe it. They ask questions seemingly, just to see whether the pupils can answer them. They ask, "What is a noun?," The pupil says, "It is the name of an object." "What is an adjective?" "It is a word that describes or limits the meaning of a noun." "What is the size of North America?" "North America is more than 3,000 miles in width and about 4,000 miles in length. Its northern shores are covered with the snow and ice of the polar regions, while its countries in the south enjoy the green and the bloom of perpetual summer."

Now if some one, the superintendent for example, should say that such questions are of little value and that there is no *teaching* in this sort of question and answer business, there would be talk of an over-worked, over-supervised teacher who gets "beautiful" results in school when "let alone," but cannot do well in the presence of the superintendent, or visitors who have the reputation of knowing a good teacher when they see him at work in his school.

But let us turn our attention to these questions and the answers. The question, What is a noun? is a good question and the answer, It is a name of an object, is not a bad answer. But what does the pupil think when he gives this answer? What idea has he in mind? What is his idea of an object? Does he see that a noun expresses his idea of some object? Does he see that the noun is only the "sign of his idea?" Does he know that he might express that idea by some other sign? Does he see that a noun is like everything else known to the senses in that it expresses an idea?

"What is an adjective?" "It is a word that describes

or limits the meaning of a noun." So it does, but does the pupil know what he has said? Does he see that the noun and the adjective are alike in expressing ideas? How do the ideas expressed by each differ? Ask a pupil who has been asked such questions only, to parse the word *red* in the following sentence: I have a large red apple. He will say that the word *red* describes the noun apple by expressing the kind it is. Such an answer shows loose thinking and careless expression. He does not distinguish between the "sign and the thing signified." Does he know the difference between describing and limiting? Does he see that the idea expressed by the word *red* is related to the idea expressed by the noun? He *may* see all these and more and *say* just what he did in answer to the question, What is an adjective? But because he gave that answer it does not necessarily follow that he thinks or has ever thought these things. He has not properly thought the noun and the adjective until he has experienced the mental activities hinted at in the foregoing.

"What is the size of the earth?" In answering this question, the pupil gave the first paragraph on page 17 of the Complete Geography, Indiana Series. While only a line and a half has anything to do with the *size* of the earth, the rest is very interesting and expresses that which results from size and position of the continent. We are satisfied to hear the pupil *say* it all provided, he thinks the ideas expressed and thinks them in their proper relation. We should be sorry to have him think it absolutely necessary to tell about the everlasting snows of the polar regions and the perpetual bloom of the summer regions in order to give the *size* of North America. But this would not be as bad as *saying* the paragraph without thinking, feeling and enjoying the thoughts expressed.

What a stretch 4,000 miles is! Does he have any adequate idea of what this distance is? Can he get it by *saying* "four thousand miles" or by looking at 4,000? In many schools this is all he has done. More questions should be asked upon this topic by the teacher. Questions that would cause the pupil to think that mighty stretch of 4,000 miles; to think the area of this great continent; to think the northern shores covered with snow and ice always; to think its southern shores ever clothed with green plants and beautiful flowers.

These questions should cause the pupil to see this great continent as it is, with its wonderful natural products. He should see its people and how they use the earth as their home. He should feel that he and his friends belong with these people. He should see that each depends on the other. He should feel that no one can live for himself alone.

Some may think that such ideal would keep the pupils too long on one lesson. Remember that we are to teach the pupil, not the lesson. It is only a means in the process. Do not gauge your work by pages.

OPENING EXERCISE.

In every school there are certain necessary regulations. The pupils should be led to see that they *are* necessary. They will then believe in them and feel like obeying them, not because the teacher gave them form or because he is watching them, but because they are necessary to the success of the school. Most pupils believe in the school. When they do things that would prevent the success of the school, it is not the result of fore-thought, but the lack of fore-thought. An occasional discussing of these necessary regulations would have a tendency to

prevent their violation. Children have more intelligent insight than they get credit for. In matters of discipline, teachers do not appeal to the intelligence of the pupils as much as they should. They are inclined to put the pupil in the position of a criminal and themselves in the place of the judge. They forget that it is their business to *form* and *reform* the pupil or better to cause him to form himself. This character building must come from what the *pupil* does within. He must "live with his own deed." It is not what is the teacher going to do about a certain wrong act of a pupil, but what is the *pupil* going to do about it.

We would not make such discussions *all* of opening exercises. But there are times when discussions of this sort, we think, would be of great benefit.

A LETTER.

The following directions were given the pupils in the grammar grades of Canton, Ohio. Try your school with them. The editor of this department would be glad to receive two or three of your best letters.

Write a letter to Carlos Balboa, a young native of Cuba who has never been away from his island home. He knows nothing about what we call winter. He never saw snow on the ground, ice on the creek, frost pictures on the window, or ice-spears hanging from the roof. He never dreamed of such a thing as ice-houses, and if he saw a block of ice, he would not know that it will float if thrown into water. * * * * * He has almost no notion of how we warm our houses and how greatly they need it, and how we protect ourselves when outdoors.

Try to make him understand all these things, and

describe to him the country as it looked during our late big snow—the fields, the woods, the roads, what our winter sports are, describing one of these, and our serious labors, and the hardships people sometimes undergo. Explain to him of what use snow is on our fields and among our mountains. * * * * *

In complying with the foregoing, it will be noted that the *purpose* held in the mind of the writer determines not only *what* he says but *how* he says it.

OBSERVATION.

Have children bring some stones to school and place them in a bottle of clean water. Shake them frequently for a few days. A sediment will settle in the bottom. The children observe it and wonder how it got there. They may say that the stones were dirty when placed in the bottle. Take them out and put in fresh clean water after cleaning the bottle. Try the experiment again. The result is the same; the children are puzzled. Have them examine the stones to see if they are hard or soft. They try to scratch them with pins, nails, knives. At the suggestion of the teacher, they find some of the stones will scratch others. From this experiment the children get their first knowledge of how mountains were worn away. Now let them write an account of their observations and conclusions.

PRACTICAL ELEMENTS OF RHETORIC, by Genung, of Amherst College, is not a *new* book, having been before the school public for a few years, but is new to most readers of the JOURNAL. Rhetoric is an old subject, but old things need to be re-stated and re-defined from time to time to meet the demands of new conditions of thought and new requirements as civilization and culture advance. The author takes a practical, comprehensive view of his subject and has emphasized the important parts and touched lightly the unimportant. It is certainly one of the best books of its class. Published by Ginn & Co., Boston and Chicago.

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

NUMBER STORIES.

When the busy teacher finds that a lesson will serve more than one end, she feels a satisfaction akin to that of a sportsman who kills two birds with one stone.

Number stories like the following are given as a hint in this direction. They may be placed upon the black-board and recited orally. In that case they serve first, as an exercise in number, second, as a supplementary reading lesson. Such reading lessons are very helpful in giving the child the power to handle concrete problems. A child who will promptly give a correct answer to the abstract problem $2 \times 3 + 1$, may fail on the concrete form. There were two apple trees in a yard, and three times as many plum trees. There was one cherry tree. How many trees in all? This is especially true when he must read the problem silently and write the result on his slate.

With this in view, pupils may be required to copy the number stories, and answer the questions by filling the blanks. Then the stories are a number lesson, while the copying and filling blanks are a form of language work.

I.

1. I will tell you about some bad little chickens. Three of them were white, two were black, and five were brown.

How many chickens were there?

There were — chickens.

2. They all ran away one day. Half of them went to a field to catch bugs. The *rest* ran to the garden. How many went to the field? To the garden? — chickens went to the field and — ran to the garden.

3. Each one that went to the field found two *bugs*.

How many bugs did all find?

They found — bugs.

4. While they were looking for more bugs, a hawk flew down and got one of the chickens. The others ran *home* as fast as they could. How many ran home? — chickens ran home.

5. The little chickens in the garden scratched up the seeds. The dog ran to drive them out. He stepped on one and killed it. One was so afraid that it ran and ran till it was lost. That night it was so cold and hungry it died.

The rest ran *home*.

How many ran home? — chickens ran home.

6. If — little chickens ran away, and the hawk got —, and the dog killed —, and — was lost, how many chickens came home safe?

— chickens came home safe.

[Interest may be added by acting out the story. Sticks may represent the chickens. First, each child selects the white, the black, and the brown chickens. Their fancy must supply the difference in color if the sticks are alike. They see there are ten chickens. Then they divide them into halves and let five go to one part of the desk for the field, and five to another part for the garden. Two pegs to represent bugs are placed by each chicken in the field, and the class announces there were ten bugs. Then the hand becomes a hawk which swoops down and carries off one chicken; and the rest are sent scurrying home.

Turning to the chickens in the garden the hand becomes

the dog which kills one; another runs far away and is lost. The remainder run home and the story is finished.]

II.

[The following lines have been adapted to the end in view.]

See my new tin penny bank,

Now how rich I'll be.

As I put my pennies in,

Count them all for me.

Here are *two* that Papa gave,

Here's *one* to buy a cake,

Here are *three* for candy, too.

What a noise they make.

Here are *four* I earned myself

By bringing wood at night.

How many pennies? — you think?

I say that you are right.

III.

Three times three little leaves hung on a big tree. Their dresses were red and yellow. The wind came and took the leaves far away. It left them with one little brown leaf in a large yard. Four little leaves hid under the fence and never came out. Mabel found the leaves that did not hide. She gave them to her two dolls. She gave the same *number* to each doll. How many leaves did each doll have? Each doll had — leaves.

Three times three little leaves are —.

— leaves and one brown leaf are —.

— leaves minus the four leaves that hid is —.

— leaves divided between two dolls is —.

IV.

Jenny had a dozen cherries. She gave $\frac{1}{4}$ of them to Sally. She put one third of the dozen on Grace's desk. She let her bird have $\frac{1}{2}$ of them. She ate $\frac{1}{4}$ of them herself.

How many cherries did each have?

How many cherries were left?

Sally had — cherries. Grace had —. The bird had —. Jenny ate — herself. There were — cherries left.

THE EXTRA LESSON.

Miss A—— taught a district school. She boarded nearly a mile from the school house; and she was her own janitress. Nearly all the grades were represented in her school; so recitations were short and often unsatisfactory for lack of time. She might easily have said, "I haven't a minute for extra work, for lessons in literature, botany, or natural history. I have so many classes, I cannot do justice to the prescribed studies." But she was ambitious, and conscientious. So she said: "I cannot follow a thorough, systematic course in any outside work, but however insignificant it may seem, I'll try to do something." She had gems of thought committed from time to time. She utilized opening exercises to tell bits of biography, history or travel, or to read some brief story. Once a week she had what, in her own mind, she called her General Knowledge class. Sometimes the whole school, sometimes only a portion of it took part in this lesson. Her aim was to have something outside of the text books. Here is one of her General Knowledge lessons.

She called grades I and II to her desk. Holding up an ordinary spool-box covered with a bit of broken window pane, she said, "I have something to show you." Eyes brightened at once. She lowered the box, the pupils looked into it eagerly; amusement and curiosity were manifest when they saw a spider imprisoned there. Lifting the box again, she asked, "What is it?" "A spider," came in prompt chorus. "Are you *sure* it is?"

she questioned. "Oh yes," with a faint tinge of scorn at the implied suggestion that perhaps they did not know. "You have seen spiders more times than you can count. Then tell me how many legs a spider has." The pupils looked at each other in blank silence. "You don't know!" she exclaimed with feigned surprise. "Well how many parts has its body?" Still silence reigned. "Can't you tell me how many eyes it has?" But the children were dumb. "Well, it seems you can learn something about spiders if you have seen them so many times," she said, pointedly. "You may look at this one again and count its legs." Each child looked for a moment. Some had not time to count correctly, as the spider did not choose to be still. A few said it had eight legs. "It has eight legs," said Miss A——, "those who thought it had some other number may count again at recess, if they wish. Now look again and tell me how many parts its body has." This was easier and most of the pupils said, "Two parts." "Now count its eyes," came next. Eager searching and puzzled faces but no reply, was the result, "You cannot count them because they are too small for us to see, unless we have something to help us. There is an instrument which makes small things seem large when we look through it. It is called a microscope. Wise men have looked through microscopes and found that spiders have six eyes. Sometimes they have eight. The microscope shows, too, that spiders have fine, sharp teeth, and that poison comes through them and helps to kill the flies it catches. It takes so little poison to kill a fly that a spider's bite does not hurt us much more than a mosquito's bite. Mosquitoes have poison, too. In some far-away countries, where spiders are very, very large, their bite hurts worse. The microscope shows, too, that the spider's feet have claws on

them. These claws help the spider to spin and fasten its web. Here is a picture of a spider's foot as it would look if you could see it through a microscope. Here are some pictures of spiders; you can count their legs easily, now." (She showed them the illustrations in Johonnot's "Some Curious Flyers, Creepers, and Swimmers.")

"The microscope has helped men to find what the spider makes its web of. It has something like glue in tubes in the back of its body. Near the tubes are little fingers or spinners. When these spinners pull the glue from the tubes, the air hardens it into tiny, tiny threads. The spider weaves these tiny threads into a web."

"How many of you have seen spiders' eggs?" A few of the pupils had noticed the white silk ball which some spiders carry, and had burst it open and seen the tiny eggs. They were asked to find a ball of eggs to bring to school. "When the baby spiders come out of the ball they climb on their mother's back and ride about till they are large enough to take care of themselves.

I read in a book that these spiders are kind to their mother and take care of her when she is old. But another book said they were cross, hungry little spiders. If their mother could not catch flies enough for them, they sucked her blood and killed her. Her blood is not red like ours.

I do not know which story is true, but I have seen dead spiders that looked as if the blood might have been taken from them, and only the dried skin left. Perhaps you may find some of them if you try.

I have read, too, that the mamma-spider is larger and stronger than the papa-spider. Sometimes she gets angry and fights him; sometimes she eats him up. If she does that, it is not strange that the baby-spiders eat her.

Spiders will not bite us unless we tease them, and if they do, the bite does not hurt much. Suppose, instead of killing them, you watch closely and see what you can learn about them. See how many kinds of webs you can find."

Copy these sentences and fill the blanks:

1. A spider has — legs.
2. It has — or — eyes.
3. Its body has — parts.
4. It has — in its mouth.
5. The baby spiders ride on their — —.

If Miss A—— had had a good microscope which the children could have used, if she had had more books and pictures of spiders, if she had had time to question the pupils more and tell them more, it undeniably would have been better. But she had only a spider, a spool box covered with a piece of glass, one book, and fifteen minutes. And she made the most of them.

FRIDAY AFTERNOON.

[*Selections for Arbor Day.*]

WHAT DO WE PLANT?

BY HENRY ABBEY.

What do we plant when we plant the tree?
We plant the ship, which will cross the sea,
We plant the mast to carry the sails,
We plant the plank to withstand the gales;
The keel, the keelson, and beam and knee—
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me;
We plant the rafters, the shingles, the floors,
We plant the studding, the laths, the doors,
The beams and siding, all parts that be—
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see;
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade from the hot sun free—
We plant all these when we plant the tree.

—Selected.

ARBOR DAY MARCH.

[*Air—“Marching Through Georgia.”*]

BY ELLEN BEAUCHAMP.

Celebrate the Arbor Day
With march and song and cheer,
For the season comes to us
But once in ev'ry year;
Should we not remember it
And make the mém'ry dear—
Memories sweet for this May day?

Chorus—Hurrah! hurrah! the Arbor Day is here;
Hurrah! hurrah! it gladdens ev'ry year;
So we plant a young tree on blithesome Arbor Day,
While we are singing for gladness.

Flow'rs are blooming all around—
Are blooming on this day,
And the trees with verdue clad,
Welcome the month of May,
Making earth a garden fair
To hail the Arbor Day,
Clothing all nature with gladness.

Chorus—Hurrah! hurrah! the Arbor Day is here.

—Selected.

NOTE—Children singing this selection could be provided with small flags to be waved during the singing of the words “Hurrah.”

EDITORIAL.

THE Indiana Journal for Indiana teachers.

WHEN you send “back” pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

TEACHERS in search of appropriate matter for Decoration Day will do well to read the advertisement headed "The Patriotic Education of Little American Citizens."

READ THE ADVERTISEMENTS. There are several advertisements in this issue of the JOURNAL that are of special interest to teachers at this time. Look over them and be convinced.

Of course you can have the address of your JOURNAL changed as often as necessary, only remember to give the old as well as the new address and write *before the Journal has been mailed.*

ARBOR DAY.—No day has been set apart as Arbor Day, but every teacher should feel it his duty to plant at least one tree at every school house in which he teaches every year. It is an excellent plan to have some ceremony connected with the planting, and thereby arouse an interest in tree planting, not only about the school grounds, but at home and along the public roads. Suppose each farmer could be induced to plant trees along the road that passes his farm. In a few years the roads would be beautifully shaded and the trees themselves would have an intrinsic value. D.C. Heath & Co., Chicago, have issued in circular form an excellent Arbor Day Program, which they will send for 3c.

HIGH SCHOOL EXTENSION is the latest fad. In imitation of the university extension movement, a few Massachusetts high schools have undertaken the work of high school extension.(?) The JOURNAL is heartily in favor of courses of lectures, as carried on under the extension movement, but is constrained to believe that the *name* is misleading. There are but few subjects that can be successfully taught in this way, and the number of persons who will do real *university* work is very small indeed. If high school teachers, in addition to doing their school work as it should be done, can give courses of lectures on some one of the few subjects that they taught by the lecture plan, all right. The trouble comes in when persons attending these lectures are led to believe that they are getting what they would get were they in a university doing regular work under university influences. What the JOURNAL has doubts about is not that the work done is profitable and desirable, but that it is *university* work.

WE WILL GIVE for one new subscriber to the JOURNAL, or one renewal, at club rates, received before May 1, with cash. (\$1.25) postpaid, either of the following: "Evolution of Dodd," that prince of pedagogical stories, full of practical suggestions to teachers; "Black Beauty," an excellent book to read to a school, in which kindness to dumb animals is taught by means of an interesting story, or "Uncle Tom's Cabin," that wonderful story of slave time, that has had a larger sale than any other novel ever written. For two subscribers and \$2 50 we will send, beautifully bound in cloth, that remarkable production of Hawthorn, "The Scarlet Letter," or "The House of Seven Gables," by the same author.

OUR PRIZE OFFER.

Last month we made a prize offer, and this month we make another. See it in our advertising columns. Teachers will do well to give heed to these offers. Even if a prize is not gained, the effort will be worth much more than it costs.

NEW SCHOOL LEGISLATION.

The State Superintendent has sent to county superintendents the following summary of school legislation by the late General Assembly:

TO THE COUNTY SUPERINTENDENTS:

GENTLEMEN:—The following is a synopsis of the laws, passed by the recent General Assembly, relating to the common schools of the State. The laws in full will be embodied in the revised edition of the school law, which will be sent you as soon as it comes from the printer.

No synopsis of the School Book Law is here given as it is supplemental to the general School Book Law, and must be interpreted in connection with the same. The School Book Law, as amended, will be printed soon and sent to the various school officers of the State.

House Bill No. 573 provides that there shall be a levy of 13½ cents on each \$100 of taxable property, instead of 16 cents as heretofore, and 50 cents on each poll, to be used for a general school fund.

House Bill No. 67 provides that any person who has taught six consecutive years in the common schools of this State and now holds a three years' license to teach therein, or, who having previously taught for six consecutive years in said common schools, shall hereafter obtain a three years' license to teach therein, shall be forever exempt from examination so long as he or she shall teach in the common schools of the county in which said three years' license was obtained; but should such a person suffer a period of one year to pass without having taught one full school year in the common schools of the county, then said exemption shall cease at the option of the county superintendent. The county superintendent is authorized to issue an exemption license upon proper affidavit or affirmation of said applicant, and said exemption license shall be subject to the same legal limitations as other licenses issued by county superintendents. To this bill there is an emergency clause.

House Bill No. 61 provides that no township trustee shall employ a teacher to teach in any school of the township if the term does not begin before the expiration of the term of office of such trustee. To this bill there is an emergency clause attached.

House Bill No. 189 provides for the return to the county auditor of unexpended balance of the State tuition revenue on the first Monday in July of each year. The State's tuition revenue apportioned in June (next) is not to be considered as unexpended balance for the reason that it is to be used for the school year of 1893-4, which begins on the first Monday of July. See section 4499. It cannot be used for the school year of 1892-3. See note one under section 4470.

House Bill No. 168 provides that all township officers shall be elected on the first Tuesday after the first Monday of November, and every four years thereafter. Also, that the present incumbents continue to hold their offices until the first Monday of August, 1895.

House Bill No. 223 provides that all school funds shall be loaned at six per cent. per annum, which interest is to be paid semi-annually. It further provides that money loaned at a larger rate heretofore shall draw only six per cent, after the taking effect of this act.

Senate Bill No. 194 provides that all property in territory annexed to any city or town, which property was used and owned by the school township adjoining such town or city for school purposes, shall by such annexation become the property of such town or city in fee simple, and the township trustee is required at once to make a deed of such property to the school corporation of such town or city. Emergency.

Senate Bill No. 148 provides that before any township trustee can change the loca-

tion of a school building he must file an application with the county superintendent, in which he sets forth the reasons for such change and indicates the site to which the proposed change is to be made. The petition must be signed by a majority of the patrons interested. Twenty days prior to the proposed change, the trustee must post notices in five public places, three of which notices must be in the vicinity of the house to be removed. When the county superintendent is satisfied that the majority of the patrons of the particular school desire it, he may grant the order.

The amendments to the school book law provides for a renewal of contracts, and puts it into the hands of the State Board of Education at its discretion to require the revision of a book or to ask for new bids.

The reduction of the rate of taxation for school purposes from 16 cts. on the \$100 to 13½ cts. will not make a material reduction in the amount of money raised, owing to the increased valuation of property; but the reduction of the rate of interest at which the school funds are loaned will make a real and material loss. The JOURNAL regrets that the legislature took this method to economize.

The bill that provides that a trustee cannot employ a teacher for a term of school which does not begin during his term of office, will make it necessary for teachers every fourth year to wait till the new trustee comes in in August before they can secure places for the coming year. This is bad, as teachers ought to know early where they are to teach.

The Senate passed a bill which required county superintendents to hold a professional license or be a graduate of the State Normal, and the House passed a bill to put three county superintendents on the State Board of Education. The House refused to pass the Senate bill requiring qualifications, and so the Senate said if there is to be no standard of qualification, county superintendents should not be placed on the State Board.

The bill providing that school supplies should be furnished by contract, as school books are now furnished, passed the House, but was killed in the Senate.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN FEBRUARY.

THE AUTOCRAT OF THE BREAKFAST TABLE. - 1. What theory of wit does the Autocrat give?

2. In the poem "The Last Blossom" who are meant by the lines,

"We think upon those ladies twain
Who loved so well the tough old Dean?"

3. What is the test by which the Autocrat thinks souls will know themselves in eternity?

4. What clubs are referred to as S. M. A. societies?

5. Make a quotation from the Chambered Nautilus.

6. What instance or instances does Dr. Holmes adduce of "unconscious celebration?"

7. Explain why a single expression in conversation enables one to infer so much of one's life and education. Give an example.
8. What do you think Dr. Holmes means by the statement, "These United States furnish the greatest market for intellectual *green fruit*?"
9. State in your own words the substance of some pedagogical lesson you have obtained from the reading of the Autocrat of the Breakfast Table.
10. Make a quotation and justify your selection by a statement of its value.
(Answer any six.)

READING.—

I live for those who love me,
For the hearts that love me true,
For the Heaven that smiles above me,
And awaits my spirit, too;
For the right that lacks assistance,
For the wrong that needs resistance,
For the future in the distance,
And the good that I can do.—BANKS.

1. How would you proceed to teach children from 10 to 12 years of age to read this stanza? 10.
2. What would you expect to have them know when you are ready to leave it? 20.
3. Why should the teacher be a good reader? 10.
4. What are the characteristics of a good reading book? 20.
5. State the provinces of silent and oral reading. 10.
6. Let the applicant read his or her manuscript on this set of questions to the county superintendent. 30.

ARITHMETIC.—1. State clearly your method of giving pupils definite ideas concerning decimal fractions.

2. When it is 4 hours, 20 minutes p. m., $65^{\circ} 25'$ west longitude, what is the time $17^{\circ} 20'$ east longitude?
3. Sold $\frac{2}{3}$ of an article for what $\frac{2}{3}$ of it cost; what is the gain per cent.?
4. A merchant deducts 20% from his market price and still makes a profit of 16%. At what advance on cost are the goods marked?
5. The Capitol at Washington is 751 feet long and 384 feet wide. How many acres does it cover?
6. A man sold \$14,100 U. P. 7's at 118 and invested the proceeds in N. Y. C. & H. R. 5's at 94. How was his annual income affected, and how much?
7. The amount is \$22.28 $\frac{1}{2}$; time, 2 years, 9 months, 27 days; rate, 10%. What is the principal?
8. If it costs \$120 to build a wall 40 feet long, 14 feet high and 1 foot 6 inches thick, how much will it cost, at the same rate, to build a wall 180 feet long, 21 feet high, and 1 foot three inches thick? Solve by proportion and explain the arrangement of the terms.

U. S. HISTORY.—1. Give the names of two distinguished French explorers, and state what part of the country was explored by each.

2. Locate the following, and tell for what each is historically noted: Valley Forge, Ft. Duquesne, Lundy's Lane, Appomattox.

3. What territory has the United States acquired by purchase? By annexation? By conquest?

4. Name five leading American poets, with one of the poems of each also, five noted American prose writers, with a leading work of each.

5. Name five important subjects over which the United States government has exclusive jurisdiction, and state why this exclusive jurisdiction was given to the United States government?

PHYSIOLOGY.—1. Explain the functions of living matter.

2. Describe the different nervous tissues, and explain the functions of each.

3. Describe the atlas.

4. Make a sketch of a longitudinal section of a long bone, naming the parts.

5. How do voluntary muscles differ from involuntary (a) in structure? (b) in action?

6. What is coagulation? Of what use is it?

7. What and where are the salivary glands?

8. Give a brief description of the cerebro-spinal system.

9. Describe the auditory apparatus.

10. Where are the centers controlling voluntary motion situated?

(Seven out of ten.)

SCIENCE OF EDUCATION.—1. Why should a teacher try to interest pupils in their subjects of study?

2. What do you understand to be the difference between fancy and imagination?

3. Show in what common school subject pupils most need to use their sense perception.

4. What is the distinctive difference between inductive reasoning and deductive reasoning?

5. Show that there is a real difference between telling and teaching.

6. Make a statement fit to offer to children of six, showing why they should not whisper in school.

ENGLISH GRAMMAR. Make out a course of study in language and grammar for the eight grades below the high school, showing definitely the kind and amount of work to be done in each grade.

GEOGRAPHY.—1. What is the use of the "scale of miles" as printed on the map of a country?

2. Explain and give the location of the International Date Line.

3. What subjects would you discuss under the topic of Mathematical Geography?

4. What causes operate to make isothermal lines vary from parallels of latitude?

5. What is the general direction of winds in the torrid zone? Why?

6. What are the leading occupations of the people of the New England States? Why?

7. Name the leading exports of Australia. What peculiarities of climate does one find in this continent?

8. Describe somewhat in brief the drainage systems of Europe.

ANSWERS TO PRECEDING QUESTIONS.

READING.—1. First, let it be read orally, a line at a time, and let the teacher ask appropriate questions after each line is read, as, "How can you cause people to love you?" "What is meant by living for them?", illustrations, such as a mother and her children, a lady and her dearest friends, etc., should be mentioned or used to impress the thought. 2nd. Some of the members of the class should be called upon to read it orally, after which there should be comments by the teacher and the class as to whether the true thought was brought out in the oral expression.

2. The child should know the thought of the piece and its application to human life. (It is assumed that in getting this the proper oral expression has also been acquired.)

3. Simply because he can then lead his pupils into the power of thought interpretation, and, if necessary, give them models of oral reading.

4. It should be attractive in appearance, the type should be clear and the lines well leaded. There should be many illustrations, but, above all, the literature should be pure and the styles interesting. Much of the matter should appeal to the moral sentiments; much might be descriptive and some instructive. The tendency of every selection should be that which would make the pupil better.

5. Silent reading is for the reader alone in gathering the thought. It trains the mind in the power of silently gathering the treasures from a page of literature. Oral reading is chiefly for the listener. A good reader, by giving oral expression to the language, may be the means of conveying much knowledge to many persons at the same time.

ARITHMETIC.—1 Decimal fractions are only a class of common fractions, whose denominators are always some power of 10. For convenience, their denominators are indicated and not written out.

2. The difference of longitude is $82^{\circ} 45'$, which corresponds to 5 hrs., 31 min. of time. This must be added to 4 hrs. 20 min., p. m., which gives 9 hrs. 51 min., p. m.

3. $\frac{2}{3} - \frac{1}{2} = \frac{1}{6}$, the loss.

$\frac{1}{6} \div \frac{2}{3} \times 100 = 35\frac{1}{2}\%$, rate of loss.

4. $116\% + 80 = 145\%$, the market price.

Hence, they are marked at an advance of 45%.

5.
$$\frac{751 \times 384}{66 \times 66 \times 10} = 6.6204 \text{ acres.}$$

6. 7% of \$14,100 = \$987, 1st income.

118% of \$14,100 = \$16,638.

\$16,638 + .94 = \$17,700, face of 5's.

5% of \$17,700 = \$885, 2d income.

\$987 - \$885 = \$102, his loss.

7. $\$22,285 + 1.2825 = \$17,376$, Ans.

$$8. \quad \begin{array}{l} 40 \text{ ft. : } 180 \text{ ft.} \\ 14 \text{ ft. : } 21 \text{ ft.} \\ 18 \text{ in. : } 15 \text{ in.} \end{array} \quad \left\{ \begin{array}{l} :: \$120 : \$675, \text{ Ans.} \end{array} \right.$$

Write \$120 in the third term, since the result is to be dollars.

It will cost more to build a wall 180 ft. long than one 40 ft. long; therefore, place 180 ft. in 2nd term. A wall 21 ft. high will cost more than one 14 ft. high. A wall 15 in. thick will cost less than one 18 in. thick; therefore, place 15 in. in the 2nd term.

PHYSIOLOGY.—1. The functions of living matter are: (a) constantly to exert mechanical force; (b) give off heat; (c) evolve carbonic acid and water; (d) and to make good the loss by assimilating food.

2. The different nervous tissues are the fibrous and the cellular. The cells receive and originate nervous influences; the fibers conduct them.

5. In structure, voluntary muscles differ from involuntary muscles, in being *striped* or *striated* crosswise, and in having each elementary fibre enclosed in a sheath (*myolemma*.) The voluntary muscles in performing their functions are under the control of the will; the involuntary muscles exert their power independent of the will.

6. Coagulation is the semi-solidifying of the constituents of the blood into a jelly-like mass or clot. If it were not for this coagulation we would bleed to death from even a slight wound.

7. The cerebro-spinal system consists of the brain and the spinal cord, together with the nerves branching from each. It includes "the series of ganglia within the skull and spinal column, their nerves, commissures, and the lesser ganglia in the nerve tracts." The spinal cord fills the spinal canal and sends off 31 pairs of nerves to various parts of the trunk and extremities. The brain fills up the skull cavity, and from it arise 12 pairs of nerves that supply various parts of the head, neck, etc.

10. The centers controlling voluntary motion are situated in the gray matter of the hemispheres.

U. S. HISTORY.—1. Cartier explored the coast of Newfoundland, the Gulf of St. Lawrence, and that portion of Canada around Quebec and Montreal. La Salle explored the Mississippi Valley from the Great Lakes to the Gulf, and portions of what are now Texas.

2. Valley Forge is situated on the Schuylkill river in Pennsylvania, twenty miles northwest of Philadelphia. It is famous as the headquarters of the American army during the winter of 1777-'8.

Ft. DuQuesne was situated at the junction of the Alleghany and the Monongahela, now the site of Pittsburg. It is noted as the locality where Washington won his first military honors, and for the death of the ill-fated and conceited Braddock.

Lundy's Lane is situated near Niagara Falls on the Canada side. It is the site of a hard-fought battle that took place July 25, 1814, between the British, under Generals Drummond and Riall, and the Americans,

under Generals Brown, Scott and Ripley. Neither side could claim a decided victory.

Appomattox is situated about seventy-five miles west of Richmond, Virginia. It is noted as the place where Lee's army made its last stand, and where he surrendered to Gen. Grant, April 9, 1865.

3. The United States has acquired by purchase, the Louisiana purchase, the Florida purchase, the Gadsden purchase, and Alaska; by annexation, Texas; by conquest and purchase, the part acquired at the close of the Mexican war. (See U. S. History.) There were some purchases from the states and some state cessions.

4. Longfellow, Evangeline; Lowell, The Vision of Sir Launfal; Poe, The Raven; Whittier, Snow-bound; Bryant, Thanatopsis.

Hawthorne, The Marble Faun; Holmes, The Autocrat of the Breakfast Table; Emerson, Conduct of Life; Irving, Life of Columbus; Channing, Spiritual Freedom.

5. Congress has exclusive jurisdiction over the postal service, patent and copy-right laws, the coining and the borrowing of money, commerce, and the maintenance of the army and navy. Congress must have power constantly to satisfy the needs of the nation; hence, its power to borrow money and to maintain an army and navy. For the sake of uniformity in all the characteristics of a coin, congress should have power to coin money. It must also have power over our domestic commerce, for otherwise, great confusion would result from the many different state laws that would be passed; and no single state should have power over our foreign commerce, which concerns the whole nation. The power over the patent and copy-right laws naturally follows the powers as to commerce, for they have to do to a certain extent with commercial intercourse. For the sake of uniformity and efficient work, and because of its connection with commerce, the postal service is also under the exclusive jurisdiction of congress.

SCIENCE OF EDUCATION.—1. A pupil without interest is lacking in the chief element that contributes to growth or progress, for interest induces the mind to apply its powers to the subject with keenness and force. The result is satisfactory if the work is within the sphere of the pupil's possibilities. A languid, dreamy, inattentive application results in failure, habitual neglect and the leaving of school.

2. Imagination is the higher exercise of the two; it aims at definite results and creates by-laws closely connected by reason. Fancy is rather arbitrary and capricious, and its combinations unexpected, startling or brilliant. It is sometimes said that fancy is the imagination at play. (See Webster's dictionary.)

3. The common school subject in which pupils need to use their sense-perception most is geography, if studied properly. The child's observing power should note the peculiarities of the land and water, and of the animals, plants, minerals, etc. By no other way can he form proper ideas of these things, or of the manners and industries of a people.

4. In inductive reasoning we proceed from particular truths to a general truth; a general law is inferred from facts. Deductive reasoning is the process of deriving a particular truth from a general truth. Induction is a synthetic process, while deduction is an analytic process.

5. Telling permits the mind to remain passive and simply receive the knowledge; teaching causes the mind to know through its own activity.

6. "If any one of you whispers, others will, for all have the same right. You all have something to do, and if you whisper to somebody you will not be doing your work, and you will keep others from doing theirs."

GEOGRAPHY. - 1. The "scale of miles" referred to is to enable one to reckon or measure distances on the map.

2. Because early voyages of discovery made east and west from Europe met in the Pacific Ocean, and because the calendar of a ship that had traveled around the earth differed a day from the true calendar, all nations, in order that this error may be avoided, have agreed that the 180th meridian from Greenwich shall be the line at which a ship may correct her date. If going west, Sunday the 10th would be called Monday the 11th as soon as the line was crossed. If going east, Monday the 11th would be called Sunday the 10th the moment the line was crossed.

(The true date line, however, is one much curved. It passes through Behring Sea, runs parallel to the Asiatic coast, bends around the Phillipine Islands north of Borneo, then sweeps in a south-west curve through Chatham Islands, east of New Zealand.)

5. North of the equator they blow from the north-east, and south of the equator they blow from the south-east. Together they are called the trade winds. The air comes from the poles to the equator to make good the loss caused by the heated air rising. It is continually approaching regions having a higher eastward velocity than they have, consequently they lag behind and in the torrid zone approach the equator obliquely.

6. Dairying, manufacturing, commerce, fishing. 1st, because of the great amount of land used as pasture; 2nd, because of the fine water power found in many places; 3rd, because of their nearness to the sea, and the great number of different articles that are manufactured and for sale.

7. Gold, wool, hides and grain. The climate is temperate, delightful, very healthful, and as pleasant as southern Italy, although somewhat changeable. A peculiarity is its general dryness; though much rain falls, it falls in torrents and is not distributed in showers.

8. Many of the rivers draining Europe rise near the Valdai Hills. The Alps are drained by the Rhone, the Rhine, the Danube and the Po. The great low plain of Europe is drained toward the north and west by the Petchora and the Dwina into the Arctic; by the Duna, the Niemen,

the Vistula and the Oder into the Baltic; and by the Elbe and the Weser into the North Sea. Towards the south and east by the Ural and the Volga into the inland basin of the Caspian; and by the Don, the Dnieper and the Dniester into the Sea of Azof and the Black Sea. In the west the streams traversing the Peninsula, France and Spain (with Portugal) drain them into the Atlantic and the Mediterranean.

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
[Direct all matter for this department to him.]

QUERIES.

458. A field is in the form of an equilateral triangle, whose altitude is 4 rods. What will it cost to fence it at 15 cents a rod?

D. F. ADAMS.

459. A bought a horse and sold him at a gain of 30%. Had it cost him \$10 less he would have gained 20% more. Find cost. J. P. S.

460. Which was the first state to prohibit the sale of liquor as an intoxicant? D. F. ADAMS.

461. What is a strengthened verb? DILLON MYERS.

462. Solve No. 133, page 338, Ind. Comp. Arith. FRANK McCARTY.

463. How much lead, specific gravity 11, with $\frac{1}{2}$ ounce copper, sp. gr. 9, can be put on 12 oz. cork, sp. gr. $\frac{1}{4}$, so that the three will just float? A PUPIL.

ANSWERS.

441. A contributes \$1.00 and gets $97\frac{1}{2}$ c.

B contributes 85c and gets $87\frac{1}{2}$ c.

\therefore B owes A $2\frac{1}{2}$ c.

E. G. HARROLD.

442. Since the work of each is included 3 times ($\frac{1}{6} + \frac{1}{15} + \frac{1}{4} + \frac{7}{30}$) + 3 = $\frac{48}{60}$ = part all do in one day.

$\frac{1}{60} - \frac{1}{15} = \frac{3}{60}$, and A can do it in 20 days.

$\frac{1}{60} - \frac{1}{4} = \frac{15}{60}$, and B " " 15 "

$\frac{1}{60} - \frac{7}{30} = \frac{6}{60}$, and C " " 12 "

$\frac{1}{60} - \frac{1}{6} = \frac{7}{60}$, and D " " $8\frac{1}{7}$ "

$\frac{3}{60}$ of \$152 = \$24, A's share.

$\frac{15}{60}$ " " = \$32, B's "

$\frac{6}{60}$ " " = \$40, C's "

$\frac{7}{60}$ " " = \$56, D's "

C. W. SCHLEPPY.

443. Which is a relative pronoun, objective case, the object of the preposition with. JAS. F. HOOD.

444. The end of the board is the diagonal of a rectangle whose length is twice its width. Hence, $\sqrt{\frac{1}{3}} = .8944$ ft., the width of said rectangle; then $\sqrt{(30 - .8944)^2 + (15 - 1.7889)^2} = 31.99$ ft. Ans.

C. W. SCHLEPPY.

445. Druggists buy by av. and sell by apoth. weight. 10 lb av. = $12\frac{1}{2}$ lb apoth. Hence, $\$12.15\frac{5}{16} - \$5 = 7.15\frac{5}{16}$, his gain. J. M. GLENN.

446. 80 books @ 5c.

19 " @ \$5.

1 " @ \$1.

JENNIE A. KING.

447. No answer.

448. The "wronged spirit of our race" is kept in subjection by the monarchical powers of Europe, who tremble at any sign of this spirit of freedom successfully asserting itself. J. C. CUNNINGHAM.

449. $\$179.40 + .03\frac{3}{4} = \4784 , price of flour.

$\$179.40 + 1.04 = \172.50 , investment.

$\frac{3}{4}$ of $\$172.50 = \129.375 = horses.

$\frac{1}{8}$ " " = $\$34.50$ = wagon.

$\frac{1}{16}$ " " = $\$8.625$ = harness.

T. S. THORNBURG.

CREDITS.

T. S. Thornburg, 441-2-3-5.9; J. C. Cunningham, 436-41-2-3-5-6-8.9; C. H. Nobbitt, 436-41-2-6-9; James F. Hood, 436-41-2-3-6-8; H. W. Chaffin, 441-2-3-5-6-9; T. W. Johnson, 436-41-2-6; Dillon Myers, 441-8-9; Katie Rasp, 434, J. B. Fagan, 442-3-5; Nad. 436-41; D. F. Adams, 441-2-3.5-39-40; James Cline, 441-3-6; T. S. Boyd, 442-6; J. M. Glenn, 441-3-5-6; M. R. Heinmiller, 442; Ida Wright, 441-2; D. L. Kemper, 442-3-8; Isaac Ault, 441-2; C. W. Schleppy, 442-4; E. F. Griffin, 435; E. G. Harrold, 441-2-5-6.

The following solved No. 442: Ida Stewart, J. F. Evans, A. A. Logan, Luther Craig, Chas. Urban, Frank McCarty, H. E. Mahaffey, J. H. Risley, J. R. Simms, Jennie McGoran, L. D. Haga, Will Lewis, S. H. Lehman, Lida Jones, W. G. Greeson.

The following credits were crowded out last month:

S. Ward	430-3-40	O. J. Schuck	439
J. H. St. Clair.....	431-2-7-40	Warren Sanders	437-9-40
W. N. Vanscoyoc.....	435-40	G. W. Hughes	440
L. D. Braden	435-40	C. W. Finley	431-2-7
M. Robinson	434-5-40	H. H. Britain	440
Jas. F. Hood	434-5-9	Geo. McBride	439
J. C. Cunningham.....	435-7	J. H. Perrin	436
J. K. Sheridan	438-9	J. H. D	429-36
W. J. Totten	435-6	J. C. Boldt	443-5-6
Will M. Young	429-35-7	Mc.....	429
W. H. Byrum	436	J. A. Ragsdale	435
J. A. Murphy	429-31	H. A. S	428-31
J. J. H. Peters.....	432.		

A Teacher, Horn, Ind.—No. 429 was solved correctly in Feb. JOURNAL.
—ED.

MISCELLANY.

TO THE CHILDREN OF INDIANA.

[By the Author of "Curfew Must Not Ring To-night," "Whose Own Childhood was Passed in that Dear State."]

Years ago, alas! so many
That the story seems a dream,
Lived a little brown-eyed maiden *
By a happy, singing stream.
Never skies so blue as those were;
Never grass so cool and green,
And the cottage seemed a palace
Where dear mother reigned a queen.
All things lived to make her happy,
Flowers and birds and humming bees;
Stars were gems in heaven's pavement,
One might reach them from the trees.

Such sweet songs the birds sang to her,
From their leafy cover green;
Such sweet music sang the waters
In the spearmint bordered stream,
Some enchanted spell was round her,
Those first days of long ago,
It was fairy-land she lived in,
Shall I tell you how I know?

After many years a woman,
Who was once that little maid,
Brought a heart of homesick longings
To the dear old hickory's shade.
And the strangest thing had happened
In the years that lay between,
For the cottage—had it shrunken.
That it seemed so small and mean?
Yes, the stream was there, mint-bordered,
And the old red school house, too,
But the sky had lost its nearness.
And the flowers their brilliant hue;
Trees were lower; all the spaces
'Neath the blue sky's bending face
Were contracted, dwarfed and shrunken,
Till she scarcely knew the place.

Yet to-day the fairest picture
On the wall of memory's room,
Is the one she knew in childhood,
When all nature was in bloom;
Still the cottage walls are lofty,
And the mother queen is there,
And a holy spell hangs o'er it
Like the whisper of a prayer.

—ROSE HARTWICK THORPE.

Mrs. Rose Hartwick Thorpe was born in Mishawaka, Ind., in 1850. The above poem was sent Mrs. S. S. Harrell, Secretary Educational Committee Indiana Board of World's Fair Managers, as a token of appreciation for her well planned scheme for interesting the school

children of the State in the Columbian Exposition. Mrs. Thorpe is now a resident of California. She has published many books, mostly for young people. "Ringing Ballads" contains her well known "Curfew Shall not Ring To-night." This production was first published in a Detroit paper in 1870, and was the first poem for which the author received pay.

* * *

TO THE EDUCATORS.

OLIVER WENDELL HOLMES.

[At a reception of authors and publishers tendered the Department of Superintendence at Boston, February 23, 1893, Dr. Oliver Wendell Holmes read the following delightful verses, prefacing them by a few explanatory words. "These little verses which I have written, and which I am going to read, are impromptu. They did not exist in word or shape before 10:30 to-day. If I can read them I will. I was hardly able to get into the coach at half past one, my hand shook so, and I was like a demented person. But I hope I shall like them myself. [Laughter.]]

"Teacher of teachers! Yours the task
Noblest that noble minds can ask,
High up Ionia's marmorous mount,
To watch, to guard the sacred fount
That feeds the stream below;
To guide the hurrying flood that fills
A thousand silvery rippling rills,
In ever widening flow.

"Rich is the harvest from the fields,
That bounteous Nature kindly yields,
But fairer growth enrich the soil,
Ploughed deep by thoughts and wearied toil,
In learning's broad domain,
And where the leaves, the flowers, the fruits,
Without your watering at the roots,
To fill each branching plain.

"Welcome! the author's firmest friends;
Your voice, the surest God's deed lends,
Of you the growing mind demands
The patient care, the guiding hands
Through all the mists of morn.
You knowing well the future's need,
Your prescient wisdom sows the seed,
To fire the years unborn."

* * *

Portland Normal School recently closed a successful term. G. F. Riese is president.

THE COLUMBUS NORMAL SCHOOL reports splendid success. J. E. Polley is the principal.

SPICELAND ACADEMY will open its spring term April 10. This school continues to prosper because it deserves to. J. F. Brown is principal.

CROTHERSVILLE.—The spring term opened March 20 and in connection with the high school there is a normal department. J. E. Payne is principal.

THE firm of Effingham Maynard & Co. has changed both its composition and name, and is now known as Maynard, Merrill & Co., New York.

THE SOUTHERN INDIANA NORMAL at Mitchell will open its spring term April 4. Prospects seem to indicate a very large attendance. Urner and Dickerson are the principals.

CAPT. WALLACE FOSTER, of Indianapolis, on Feb. 22, made an address on "Patriotism" to the boys of the Reform School at Plainfield, which was so good that it has been printed in circular form.

A PATRIOTIC PRIMER FOR LITTLE CITIZENS, printed by Col. Geo. T. Balch, 33 East 22nd street, New York, will afford help to teachers wishing to observe Decoration Day in a patriotic manner.

A. J. WHITELEATHER, formerly superintendent of the Bourbon schools, and Mrs. Emogene Mowrer, principal of the Warsaw high school, will conduct a normal at Warsaw the coming summer.

GREEN COUNTY.—The schools this year have been very satisfactory. Wm M. Moss is an active man and makes a good superintendent, but owing to other business arrangements will decline to be a candidate for re-election.

AN EDUCATIONAL HISTORY of Daviess County, written by W. K. Pendrod, makes a pamphlet of 82 pages, and must be very interesting to all citizens of the county. It is a creditable production and is, doubtless, appreciated by those for whom it is intended.

THE PRANG SUMMER SCHOOL, to be held in Chicago the coming summer, will afford a fine opportunity for supervisors and teachers of art to kill two birds with one stone—while attending the school they can utilize their off days in attending the World's Fair.

THE California Legislature has extended school suffrage to women. California is the twenty-first State to do so. The vote in the Senate stood 31 to 6. The figures of the vote in the House have not yet reached us. Indiana should fall into line and keep up with the procession.

"TEACHERS' COLLEGE" is the new name for "New York College for the Training of Teachers," and is an improvement. This is a college for the advanced training of teachers, and has a semi-official relation with Columbia College. Much of the work done in the Teachers' College is counted in Columbia College on degrees.

HOW TO WIN A SCHOLARSHIP IN PURDUE UNIVERSITY is what any one can learn by writing to Prof. W C. Latta, LaFayette, Ind. The time is at hand when farmers to succeed must study their work. Purdue is the farmer's best friend. It will pay to try for a scholarship, even if the scholarship is not gained. The work is to be done at home. Write for particulars.

ELKHART has recently dedicated a new high school building, and a local paper gives over six columns to an account of the exercises and a history of the schools. President Coulter, of the State University,

made the principal address, and the speeches, papers and music were all appropriate. The schools are certainly in good condition and are properly the pride of the city. D. W. Thomas is still superintendent.

THE NORTHERN INDIANA NORMAL SCHOOL, at Valparaiso, is in as prosperous condition as ever. Its review term opens June 6 and continues ten weeks. While this is called a review term it, in addition to review work, gives all the opportunities for advance work afforded by this well equipped school. Persons attending this term can spend their Saturdays at the World's Fair, if they choose, at slight cost H B. BROWN is still the head of the school

JENNINGS COUNTY—The first year's work in this county in organizing the Young People's Reading Circle has resulted in the reading of 3200 books by 1400 school children. The county employs 114 teachers and has 120 members of The Teachers' Reading Circle. The educational work of the county is thoroughly organized and the teachers are enthusiastic in their work. Thirty-three of the teachers employed this year will attend Normal School during the summer. J. H. McGuire is County Superintendent.

BARTHOLOMEW COUNTY has this year 1642 members reported in the Y. P. R. C., and the teachers still organizing. This number does not include those to whom books have been read, but only those who have read one or more books. The trustees are aiding in this work and are building school libraries. The good influence of this reading is being felt. The teachers are in hearty sympathy with it. County Superintendent W. J. Griffin has reason to be proud of the success.

WHITLEY COUNTY—"A Boomer!—The Joint Institute Saturday a Great Success:- Nearly all the Teachers and School Officers in the County Present, and Manifest a Lively Interest in the Meeting;— The First of the Kind for this County;—A County Teachers' Association was organized with Seventy-five Per Cent of the Teachers as Members;—Supt. Naber's Progressive Spirit and Executive Ability Again Manifested " The foregoing constitutes the headlines of a two-column account of the meeting in the Columbia City Post.

NATIONAL ASSOCIATION'S RULE FOR ABSENCE AND DROPPING NAMES FROM ROLL.—"In case of absence from school, whether with the intention of returning or not, whether the absence be occasioned by sickness or other causes, including suspension of pupils, but excepting solely the case of transfer to some other school in the same system, the pupil's name shall be kept on the roll for three whole days, and dropped, in case he does not return, on the seventh half day." How many superintendents observe this rule? There seems to be a great lack of uniformity among superintendents on this point, and without uniformity in such matters, comparison of schools is impossible.

DEPAUW.—Students are anxiously awaiting the organization of the much-needed department of pedagogy. It is "on the list" for the near

future. The Athletic Board of Directors chosen from the faculty and students are at work upon some wholesome regulations, among which is one to the effect that no student shall be eligible to a position on any of the university "teams" who has failed in any part of his work the preceding semester, or who is reported by any teacher as neglecting his work during the current semester. The university has issued an announcement of an elaborate course of summer instruction. Forty-four courses of work are offered. The staff of instructors number fifteen, all regular professors and instructors of the university. The term begins June 30 and closes July 29. Full announcement may be obtained on application to the president.

MOORE'S HILL.—The citizens and students of Moore's Hill gave expression to their appreciation of the work and worth of Dr. and Mrs. Martin on the evening of March 16th by giving them a royal reception. It was a genuine surprise to the two people in whose honor it was given. Although it was announced in both our churches on the Sunday evening before and although all the other members of the family were informed, they knew nothing of it until the manager notified them that their presence was desired at the College Chapel at 7 o'clock. Standing room was at a premium. A programme had been arranged, consisting of an old-fashioned school and addresses by different persons—one speaking for the citizens, one for each of the literary societies, one for the Faculty and one for the students as a whole. Many letters were read from different educational men in the State, giving their estimate of the Dr. as an educator. A beautiful chair and study gown were presented to the President and a book to Mrs. M. The closing speech was from Dr. Martin, expressing his thanks for such an ovation. He certainly has reason to think that he is, as one of the speakers declared, first in the hearts of the citizens and students of Moore's Hill.—F. D CHURCHILL

BAY VIEW SUMMER UNIVERSITY OF MICHIGAN.—Dr John M Coulter elected principal, and accepts. On Tuesday last the Associate Press widely announced, with favorable comment, the election of Dr John M Coulter, president of Indiana University, to the head of the Bay View Summer University, and his acceptance. It is known the matter has been under consideration for some time. The election brings together a man whom president Angell, of Michigan University, has called the most thoroughly equipped educator in the West, and one of the largest and most complete summer schools in this country. Dr. Coulter's international reputation as a botanist, as well as his successful management of Indiana University, and his pleasing personal qualities distinguish him as one of the ablest college presidents. Additional honors have recently come to him in the offered presidency of Lake Forest University, and a reported \$7,000 position in Chicago University. At Bay View he will be surrounded by a faculty of 45 instructors, most of whom are persons of assured reputation, and a large attendance of students, after seeing the World's Fair, is anticipated. The past few years Bay View has drawn unto itself wide popularity as a watering place on the shore of Lake Michigan, just above Petoskey. The assembly there has taken high rank and has an attendance of twelve to fifteen thousand. Dr Coulter will enter upon his duties this summer.

PERSONAL.

GEO H. REIBOLDT has charge of the Laurel schools.

J F SCULL is finishing up his eleventh year as superintendent of the Rochester schools.

O P FOREMAN, a State Normal graduate, is superintendent of the Waveland schools.

ANNA MINERVA KLINE is its name, and Mr and Mrs Oliver Kline are the happy parents.

DR JOHN M. COULTER has been elected president of the Bay View summer school. See interesting statement among the business notices.

J. M. POGUE, a State Normal man, has charge at Perkinsville, and he reports 81 members in the Y. P. R. C., who have read about 400 books.

H. M KEAN, who has charge at Ireland, recently contributed a good article to the *Huntingburg Independent* on "A Plea for Higher Wages and Better Pay."

IRA T. EATON, well known to Indiana teachers, has severed his connection with the American Book Co , and has become general agent for the Werner Co., of Chicago.

C. W. BURTON is the name of the new principal of the Indiana Normal at Covington. L. N. Fouts, the former proprietor, is still connected with the school and is vice-president. The spring term will open April 3.

GEO F. BASS, editor of the School Room department of the JOURNAL, and one of the supervising principals of the Indianapolis schools, is discussing the question of starting a paper in the interest of the Young People's Reading Circle.

D. H. ELLISON, formerly superintendent of Lawrence County, but who is now State Senator, was an active and influential member of the last Legislature. He was able to pass through the Senate every educational bill he desired to become law.

LILLIE J. MARTIN, formerly a teacher in the Indianapolis high school, is now head of the science department of San Francisco Girls' High School. Her printed outlines of laboratory work show her a leader in the latest and best methods of teaching science.

J. Z. A. McCUAUGHAN, for nearly seven years principal of the Amboy schools, has decided to go to Bloomington and take a special course in history and pedagogy. He has been doing excellent work and his removal is greatly regretted His successor is Morton Pearson.

DR. E. E. WHITE, an educational leader and an author whose works are known to every well-informed person in the profession, has removed from Cincinnati to his old home at Columbus, O. He is preparing to publish a book of greater professional value than any hitherto written by him.

W. B SINCLAIR, a graduate of Purdue, two years a student in the Cook County normal, and for eight years past superintendent of the Stark County schools, has concluded to do some institute work the coming season. The JOURNAL speaks from personal observation when it says that Mr. Sinclair does excellent institute work

HERVEY D VORIES has entered on his new term as Superintendent of Public Instruction. The change took place March 15, but it caused no great commotion. When a man succeeds himself, the moving out and in makes but little trouble. W H Glasscock will continue as chief clerk, and the work will move on smoothly and promptly as of old.

GEO E ROCKWELL, 48 West Washington Street, Indianapolis, has been appointed State agent for World's Fair Hotel and Boarding Bureau of Chicago. We know Mr Rockwell personally, and have no hesitancy in recommending him to persons who wish to engage quarters, either with or without board. What Mr Rockwell promises may be relied upon.

W. H. MACE, who is now professor in the history department in Syracuse University, New York, has been engaged to go to Cambridge University, England, to deliver a course of lectures on the "Comparative Study of the American and British Constitutions." This is a high compliment, and it is only one of the many honors being conferred upon Hoosier pedagogues.

JOHN M. BLOSS, formerly State Superintendent of Indiana, is now, as will be remembered, Pres of the State Agricultural College of Oregon, situated at Corvallis. A recent letter states that he is well pleased with his work, the State, and the people, and that his efforts are meeting with success, but that he has not forgotten his Indiana friends, and would be entirely willing to transplant his work to Hoosier soil.

HORACE G WOODY, for the past twelve years principal of the Kokomo high school, has been promoted to the superintendency, to take the place of superintendent Cox, who was not a candidate for re-election. The school board did a wise and just thing in making this promotion. If Mr. Woody makes as good a superintendent as he does principal of high school, he will soon stand alongside the best superintendents of the state.

SHERIDAN COX, after serving for twenty years as superintendent of the Kokomo schools, has tendered his resignation, to take effect at the close of the present school year. During his first year at Kokomo he enrolled 500 pupils; he has enrolled over 2,000 this year. This shows a remarkable growth. It is only just to say that Supt Cox leaves his schools in good condition, and that he will carry with him the kindest wishes and best regards of a host of friends. The JOURNAL is not informed as to Mr Cox's plans for the future, but assumes that he will continue to work in the old lines.

CHARLES W. HARGITT, A. M., Ph. D , Professor of Biology and Geology in the scientific department of Syracuse University, has been

highly honored. He has an invitation to use the Amerioan table at the Biological station at Naples, Italy, at which place noted scientists from every country assemble for the purpose of investigation and original research and experimentation in biology, geology, botany and kindred subjects Only scientists of the highest order get invitations from this noted institution. This note is made because Mr Hargitt is an Indiana man and was once professor in Moore's Hill College.

DR JOHN M COULTER will resign the presidency of Indiana University to accept the presidency of Lake Forest University, near Chicago. The JOURNAL said last month that Pres Coulter would probably go to Chicago University, but he has chosen the presidency of Lake Forest. This is a very wealthy institution, and Pres. Coulter will be given every opportunity to carry out his ideas in regard to higher education. Indiana can ill afford to lose such men from its educational ranks, but as yet it does not feel able to compete with an offer of a \$7,000 salary. The JOURNAL wishes Pres. Coulter unbounded success in his new work, and feels confident that the Lake Forest people have made no mistake in their choice of a president.

BOOK TABLE.

THE FARMERS' GUIDE, published at Huntington, Ind., is rightly named. If a farmer will take it and read it, he will find it a real *guide*.

A series of scenes in Hawaii, showing the present condition of affairs at Honolulu, with a portrait of the young princess, and interesting descriptive comment, will be among the attractive features of the next number of *Harper's Weekly*.

Houghton, Mifflin & Co., of Boston, Chicago and New York, announce the publication of "The Riverside Primer and Reader," which is the result of more than six years' hard work on the part of the literary and primary experts who have prepared it.

TWO THOUSAND DRILL SENTENCES for grammatical analysis, by James F. Willis, of Philadelphia These sentences are carefully selected and classified under their proper heads. They may be used with any text, as no forms or examples are given.

MAGAZINE OF AMERICAN HISTORY is the name of a monthly magazine published in New York by the National History Company. This is of interest to the general reader, and is of special interest to anyone teaching history or making history a specialty. Price, \$4.

HARPER'S YOUNG PEOPLE is the best weekly paper for boys and girls that comes to our table It contains matter that is both interesting and uplifting, and will prove a well spring of joy to any well constituted household. Harper & Brothers, of New York, are the publishers.

THE CENTURY, judged by its circulation, is the most popular magazine in this country. A new edition of 5,000 copies had to be issued for

February. The April number contains an important article on the trial of the Chicago anarchists, by the judge who presided. Century Co., New York.

THE WHOLE FAMILY, a monthly periodical in newspaper form as its name indicates, contains something for each member of a family—young and old find something of interest in each issue. The March issue is equal in interest to its predecessors. It is only 75cts. per year. Russell Pub. Co., Boston.

LEAFLETS FROM STANDARD AUTHORS —The little volume before us is made up of prose paragraphs from the works of Francis Parkman, compiled by Josephine E. Hodgdon. The work is admirably done, and anyone reading 122 pages comprising the book will have a good idea of the author and his lucid style. The publishers are Little, Brown & Co., of Boston.

THE NEW SCRIPT PRIMER is prepared by Caroline A. Faber. It is for youngest children, contains no printed words, and is suitably and beautifully illustrated. New words are given slowly and only when the child is ready for them. The mechanical execution of the work is excellent. Potter & Putnam, New York

Worthington's Illustrated Magazine comes to hand with a generous supply of good things for the entertainment of its rapidly growing circle of readers. The April number of this vigorous young magazine is the best that has yet been published, its table of contents showing a great diversity of material and a most excellent list of contributors.

THE SONG BUDGET, THE SONG CENTURY and THE SONG PATRIOT are combined in one tastefully bound volume and issued by C. W. Bardeen, Syracuse, N. Y. The book contains patriotic songs, songs of sentiment, songs suitable for opening exercises, and must be a great help in a school room. It is neatly bound, contains 80 pp. and can be purchased for 50c.

THE LADIES' HOME JOURNAL for April contains its usual quantity of good things. W. D. Howells continues his interesting story, entitled "The Coast of Bohemia," and Miss Dickens gives more of her remembrances of her father. The different departments devoted to the home and to the fashions are full of interest and value. It is a most useful home paper. \$1.00 a year.

THE wide interest that has been felt in the proposal to erect a monument in Boston to commemorate Phillips Brooks's work insures attention for the reprint of the late Bishop's dedicatory sermon on Trinity Church, which is published in the *New England Magazine* for April. The sermon in this form reaches a wide audience for the first time, and it is richly illustrated. It is an article which all admirers of Phillips Brooks will want to read.

HARPER'S MAGAZINE for April is particularly rich in articles on American subjects. An important chapter in Western history, written in a style which invests it with all the charms of romance, is the article on

"Kansas, 1541-1891", contributed by ex-Senator John James Ingalls, and accompanied by numerous portraits of men who made themselves famous in the development of that commonwealth. "The City of Brooklyn" is the subject of a graphic article by Julian Ralph and is very fully illustrated from drawings and portraits.

AN ACADEMIC PHYSIOLOGY AND HYGIENE, published in Boston by Leach, Shewell & Sanborn. The authors are Orestes M. Brands and Henry C. Van Gieson—one an experienced teacher, the other a graduate in medicine and surgery. By their joint authorship are secured scientific accuracy and pedagogical adaptation. The authors emphasize hygiene, using the anatomy and physiology as a means rather than an end. For a school book this is certainly right. All the various phases of health questions are treated. The publishers have done their part well. p p. 401. Price, \$1.

STORIES OF CROESUS, CYRUS AND BABYLON taken from Herodotus have been prepared for reading in the schools by the Rev. Alfred J. Church, M. A. "Prof. Church's charming stories from the ancient classics have established their right to a place among English classics and their special fitness for the reading of young people will be appreciated in every school where knowledge and culture have the preference above discipline and drill." Published by Maynard, Merrill & Co. successors to Effingham Maynard & Co., New York.

ENGLAND AND ITS RULERS, by H. Pomeroy Brewster and George H. Humphrey. This is a concise history of England from the first invasion by the Romans to the present time. A distinctive feature of the book, and one that commends it as a work of reference, is the number of tables it contains. There is a table of all the rulers who have sat on the English throne, while another table gives their genealogy. Another table shows the succession to the crown of England after Queen Victoria, while the names of the great English universities with their colleges are so arranged in order of their founding that one can take in their general history with little study. An excellent index completes the book and also adds to its value. Chicago: S. C. Griggs & Co.

ENGLISH EDUCATION is the title of a recent book in the International Educational Series, published by D. Appleton & Co., of New York. Isaac Sharpless, president of Haverford College, spent the greater part of the winter of '90-'91 in England, and devoted his time to the study of the English school system, and gave special attention to the elementary and secondary schools. This book is the result of his observation and study. It is full of information that is valuable to anyone desirous of knowing the history of education. England has made rapid strides in public education since 1870, and America can study its schools with profit. The following, taken from the table of contents, will indicate further the scope of the book: History of State Education to 1870; Present Condition; Training of Teachers; Secondary Education; The Great Public Schools; Technical Education, etc. Then let it be remembered that the series is edited by Wm. T. Harris, and that no book is admitted that does not have positive educational value.

"THE FIRST MILLENNIAL FAITH," by the author of "Not on Calvary." Bound in blue and white cloth, with gold stamping. Price, 50 cents. Saalfield & Fitch, Publishers, 12 Bible House, New York City. Much that is received as truth by religious people is out of joint with reason, and with the earliest and best type of Christianity. Human systems of theology have covered over and obscured the truth. It is refreshing to take up such a book as this and trace the origin of doctrines. The book attempts to solve many of the deepest religious problems.

A SUPPLEMENTARY FIRST READER, prepared by Rebecca D. Rickoff, is issued by the American Book Co. It is designed for the least readers, and is suited to the tastes and capacities of very young children. Mothers could use it for the after-supper readings of very little children, who could comprehend the stories and be delighted with its numerous and beautiful illustrations. Scattered through the entire book are lessons in script, so that the child may learn to read print and script at the same time. Published at Chicago, Cincinnati and New York Price, 25c.

"THE NEW EDUCATION" is the name of a new paper published by Simpson & Co., 841 Broadway, New York, with W N. and Eudora L. Hailmann as editors. It announces that its aim will be "to unify all the forces of education and instruction, the teaching of the home, the kindergarten and the school. It would aid educators in every sphere in the development of the whole child." Those who know Mr and Mrs. Hailmann will not question for a moment that the paper will be well edited. For years they have both been leaders among the "new education" workers.

"COLUMBIAN ENTERTAINMENTS," by Miss Sarah L. Stocking, is one of the timeliest books of the year. In a series of dramas, colloquies, poems, tableaux and pantomimes, the impressive facts and striking personages of our colonial and national history are graphically depicted. As an assistant to the preparation of historic entertainments, I know of nothing which can supply the place of these "Columbian Entertainments." It is beautifully printed and is tastefully bound in cloth. The volume will, doubtless, prove a welcome one to many and will have a value long after the Columbian year is past. Price, \$1. Address the author at Moline. Ill.

MESSRS HOUGHTON, MIFFLIN & CO , of Boston and New York, have compiled a new and unique catalogue for the use of those interested in school libraries. Its strong feature lies in the fact that the books listed are wholly from those adopted by the Boards of Education of about eight important States for their public school libraries. Thus each book has the especial recommendation of having been selected by competent authorities, making the catalogue particularly desirable for the use of any one who is choosing books for young people, either for public, school, or home libraries. The publishers will be pleased to send a copy of this catalogue to any one who is interested in school libraries.

PROMETHUS UNBOUND BY SHELLEY has been issued for school use by D. C. Heath & Co., Chicago and Boston. It forms one of their excellent series of English classics. This is the first attempt made to put it in suitable and comprehensible form for the student. Its thought and style are so intangible that it has been used very little in the classroom. It is edited by Vida D. Scudder, M. A., of Wellesley College. An introduction discusses the different aspects of the drama, and the notes deal with suggestions for comparative study and with extracts from the best criticisms on the poem. The binding and general make-up of the book are very attractive. Price, 65c.

LET HIM FIRST BE A MAN!—Essays chiefly relating to education and culture, by W. H. Venable, LL. D., author of "The Teacher's Dream," etc. Dr. Venable's book is at once nutritive and stimulant. Whoever supposes that a schoolmaster must be dull, and a treatise on education prosy, has only to read this volume to be undeceived. Incidentally, the author treats of what a man is—his physical system, his mental possibilities, and the modes of realizing them. The treatment, however, is never dogmatic, but suggestive and stimulating. He treats also of great instructors and their ideas and methods—or Confucius, Plato, Aristotle, Quintillian, Goethe and Arnold. He is familiar with the best, and quotes from their works and experiences. Altogether, this is a delightful book for the library, on account of its interest and beauty, wholly apart from its purpose. And those who are engaged in teaching will find it an invaluable aid. Lee & Shepard, Boston.

BUSINESS NOTICES.

LA PORTE TRAINING SCHOOL FOR KINDERGARTNERS.—For circulars or information, address Mrs. Eudora L. Hailmann, La Porte, Ind.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

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B. A. BULLOCK, Indianapolis, Ind.

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INDIANA SCHOOL * JOURNAL

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NUMBER 5.

THE INDIANAPOLIS SCHOOLS.

[The following are extracts from Dr. J. M. Rice's article in the December Forum on the Indianapolis schools.]

* * * After the children had sung a few little songs the first lesson of the day was in order. This was a lesson in science; its subject was a flower. It began with the recitation of a poem. The object of introducing these poems into the plant and animal lessons is to inspire the child with love for the beautiful, with love for nature, and with sympathy for all living things. In the lower grades of the schools of Indianapolis much more stress is laid upon the life of the plant and the relation of the child to the plant than upon its structure; and the child is taught rather how to preserve and to protect it than how to dissect it, so that lessons upon plants (and animals) partake as much of moral as of science lessons.

Before the teacher endeavored to bring out the points to which she desired to direct the special attention of the class, the children were urged to make their own unaided observations and to express them. As each

child was anxious to tell what he had observed in relation to the plant itself, what he otherwise knew of it, how it grew, where it grew, and perhaps some little incident which the flower recalled to him, the class was full of life and enthusiasm. A few minutes sufficed to bring the children to the point beyond which they could not proceed unaided. When this point was reached the teacher came to the rescue, and by careful questioning led the children to observe the particular things to which she had decided to call their attention that morning. Her questions were not put to individual children, but to the whole class, so that every question might serve to set every pupil observing and thinking. That they did observe and think was shown by the number of hands that were raised in answer to every question. In all, fifteen minutes were devoted to this lesson. When the science lesson was over, some of the children were called to the front of the room to read; and silent or busy work was assigned those remaining at their seats.

The book used during this reading lesson was the book of nature—the plant they had just been studying. The scene presented by the happy little children each with a flower in his hand, surrounding the teacher who was smiling upon them, was truly beautiful. For reading matter the children were called upon for sentences expressing thoughts concerning their flowers. The sentences were written upon the board by the teacher, and when a number of them had been written the pupils began to read them. The children were interested because they all took an active part in the lesson from the beginning to the end. They were all observing, all thinking, they all had something to say and were glad of an opportunity to tell what they had to say. The teacher was fully as enthusiastic as her pupils, and as much pleased as they when the children made a bright

remark. That, in spite of her gentleness, she had them completely under her control was shown by the fact that they were more than willing to do anything she asked them to do. * * *

Although the work is rendered beautiful, the final results are certainly not below the level of those attained at the mechanical schools, the useful being by no means neglected. The differences in this regard between schools such as those of Indianapolis and schools of a mechanical order are that in the former the children learn to think while memorizing facts, and that they are educated without being deprived of their happiness. Reading-books are used as well as the book of nature, but the teachers endeavor to use these books in such a manner that the child will receive the benefit of the thoughts expressed in them as well as an exercise in recognizing words. I attended a lesson when the children were reading from the book the story of the snail. The pupils became intensely interested during the lesson, and they became interested simply because the teacher had brought a living snail to school with her that morning in order to give the pupils an opportunity to follow its movements while reading about it. The attention was absolutely perfect. Phonics also are taught, but the phonic drill is kept apart from the reading-lesson.

In all the work throughout the schools, whether the subject be geography, history, language, or science, the thought is the main thing considered, purely mechanical cram-work when found being immediately stopped by the superintendents. In geography, the moulding-board is ever in use, and occasionally, though not with sufficient frequency, geographical excursions are taken. The "busy-work" above illustrated is simple, because it represents the work of the first school-year, but the idea upon which it is founded is utilized in all the grades, and

the development of the child's powers is thus at the same time beautifully demonstrated. * * *

To speak in detail of the philosophy of the work of the Indianapolis schools would require a volume upon the science of education. I shall, therefore, be able to do no more than touch upon the principles involved. The underlying principle is what is known in education as *the idea of unification*, which means the combination of the various branches of knowledge so that they may acquire more meaning by being seen in their relations to one another. An isolated fact is food for the memory alone, and it is only when this fact is seen in its relations to other facts that it becomes interesting, and the reasoning faculties are brought into play. * * *

But unification in itself does not make a good school, because it is not the course of studies but the teacher that determines the character of the school. What unification does, however, is to give the teacher an opportunity to develop her powers. A mechanical curriculum exerts a pressure upon the teacher and does much to prevent her from rising. With the introduction of a philosophical course of studies this pressure is removed; but whether she will rise and how much she will rise will depend upon herself and upon the nature of the guidance she receives from others. The Indianapolis schools, though upon a rather high level, and, in my opinion, among our best, are not perfect. A perfect school means a perfect teacher, a teacher who possesses a beautiful character, education, culture and great professional strength. The Indianapolis teacher is not perfect. Her spirit is beautiful, but her professional strength, though it compares favorably with the strength of the best of our teachers, is not yet great. The first steps toward the ideal have been made. The teacher

works thoughtfully and she has learned how to render instructions so interesting that the child will naturally attend. The ideal, however, consists not only in thus securing the attention of the child, but in utilizing the attention to the best possible advantage so that none of the energies of the child shall be wasted.

A thoroughly good lesson is a work of art. To witness one such affords as much genuine pleasure as a performance by a genius upon a musical instrument. In order that a lesson may be perfect a number of things must be observed. Some of these are, generally speaking—they are not always necessary—the following: first, the aim of the lessons must be clear and kept clearly in mind throughout the lesson, so that each question shall lead the child nearer to the desired end; secondly, there must be a proper development, the points must be well brought out, the essential must be distinguished from the non-essential; and, thirdly, the development must be followed by a drill so that the points which have been developed may become firmly fixed in the mind of the pupil. If a lesson fail in any of these points the energies of the child will not be utilized to the best advantage. Furthermore, the pupil must be led to compare and classify facts intelligently and to apply principles after they have been gained; in other words, the inductive and deductive processes must be applied in their proper places. The teacher plays upon far the most delicate instrument in existence—the human mind. To touch the proper chord with every question is a matter of great delicacy and difficulty. Simply to hear children recite lessons that they have learned from a text-book is the music of an organ-grinder. * * *

Considering education from the broader side, unification appears to be the proper basis for a philosophical

development of the mind. But here again perfection can be sought but never be reached. To unify to perfection is as difficult as to teach to perfection. To unify the proper studies, not to force and overdo unification, because unification in general is a good thing, are matters attended with insurmountable difficulties. And before perfection can be thought of a third point must be considered, namely, perfection in consecutiveness. To teach well is one thing, to unify properly another, and to prepare a course of studies in a manner which shall secure the gradual development of the powers of the child, which shall guard against covering the same ground over and over again and against skipping any links in the chain is a third. The educators of Indianapolis are working in the proper direction; they have already accomplished much and they will accomplish more. Everything will never be done, the ideal will never be reached.

NOTES ON THE USE OF TOBACCO.

ERASTUS TEST.

For some years I had had occasion to believe that the smoking habit of the younger members of my classes was having an injurious effect upon them. No effort, however, to tabulate results, was made until last year. It was often difficult to find the whole truth in every case, but careful inquiry and close observation gave me what I regard as the facts in relation to 47 boys who passed over the work of the year.

These are classified as (1) habitual smokers, (2) occasional smokers, (3) non-smokers. None of the habitual smokers used *less* than 3 cigars or cigarettes a day,

while some used as high as 30 cigars a week or from 12 to 20 cigarettes a day. None were put down as occasional smokers who smoked oftener than once or twice a week, of the 47 whose habit in regard to the use of tobacco was carefully ascertained, 25 were smokers and 22 did not use tobacco in any form. A few of the smokers had the chewing habit also. Of the 25 smokers 7 were occasional users of the weed and 18 habitual users. Of the 7 occasional smokers all passed the year's work; 3 with a grade A, 4 with grade B. Of the 18 habitual smokers *not one* passed with A grade and only 6 with grade B. The remaining 12 failed to pass. Three of them have a record C and 9 of D. Of the 22 non-users of tobacco *all* passed into the freshman class, 13 with the grade A, and 9 with grade B. Two of the three smokers in grade A did not smoke oftener than once a week, and the other one "about twice a month." As to natural ability there seemed to be but little difference between the smokers and non-smokers. The difference in results with the two sections seemed to depend (1) on difference in power to *stick to study*, (2) on difference in memory (3) on difference in power of generalization. There was no doubt of the fact that the idlest students were the users of tobacco. I do not mean to assert that the use of tobacco made them idlers; they may have been idlers before they formed the tobacco habit.

But the fact remains that the smokers were those who lounged on the street corners, who visited most, and received company most frequently; in fact, were always restless and seeking some form of excitement. They were absent on account of sickness oftener than others, and were usually the tardy ones. Some of the smokers were among the readiest to grasp a new idea when presented, but they seemed unable to keep the idea in its

proper relation to associated ideas, and, therefore would soon lose hold of it. The grading was on the scale of 100 for perfect work; A being 80 or above, B from 70 to 80, C from 60 to 70, and D for work grading below 60.

The simple conclusion I draw from my observation is, that the boy, who at the age of 15 years, is in the habit of smoking from 6 to 12 cigarettes a day, cannot be expected to make a successful student in a school of technology.

PURDUE UNIVERSITY, Jan. 1893.

PRIMARY DEPARTMENT.

[This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.]

Biography work should be continued from its beginning in the primary grade through the entire history work. In the purely primary phase it may constitute the only line of historical work. As some other element or unit is made the main line, the biography side, will become secondary, but it should not be dropped entirely. Through the study of the community and the nation it still has its place, but lessons of this kind occur less frequently.

The second historical unit in the degree of difficulty is the community—the individual the simplest, the community a little more difficult, and the nation the completest, most difficult. The community which is psychologically nearest the child (as well as geographically nearest him) is the one in which he finds his own life and experiences; it is the one including his own home. The fact that he has been living in this community for the past eight or ten years and his daily life is still a part of its life, make him able to trace in this the five great phases of life; that is, he has the material at hand for finding that the

life of the people in his neighborhood is made up of participation in school (or education) social life, business, church and State (or government.)

Under the direction of the teacher, one of the institutions, business probably, is first taken for definite study. All the different phases of business the neighborhood affords, are talked of, all buying and selling as related to the business, different kinds of communication and transportation also in the same relation. Henceforth the term *business* has a fuller meaning. He is led to consider the social life and in this he finds the family itself, all forms of etiquette, as the recognition of friends, calling and visiting, help in sickness or trouble, and even many of the peculiarities of dress itself. What would be left if the social side of this community life could be lifted out? The neighborhood itself would be destroyed if any one of these five fundamental phases were to be removed.

The pupil sees also the educational facilities of this unit. It may be the school is the main one. He should find its purpose, how it is supported, the officers connected with it and their duties. He should also see what are some of the main requirements in *any* school in order for it to do the work it proposes to do. There may be in his neighborhood a literary or musical society. If so, its relation to the educational life should be seen. The church will be treated in the same way. If there are different denominations, the great point is to see toward what end they are all working and the means employed.

In his study of the institution of government as it is in his neighborhood, he should see the necessity for such a thing. He easily sees that the presence of a bad man in a community makes such a thing necessary, for the

preservation of society if for nothing else. He should also see that if all people were well disposed, good people, even then it is necessary. The neighborhood needs its roads kept up or streets improved; it needs school houses and teachers, and many things of common interest that no one individual can attend to, has no right to attend to unless such is delegated to him by the whole people who are to be benefited and who must pay the expense. The pupil will find who are the officers in the community, how elected and for how long and their duties. He will also find the community has a voice in the government of a larger whole, the details of which must be left for the present. The study of this institution in his community should impress him with his own privileges and duties regarding it.

It may require a year to do this work on the home committee. At the end of this time the pupil should see there are five phases of life and activity and only five; he will see, partially at least, the meaning of institutional life; the inter-dependence of institutions—nothing can seriously affect one without this effect being seen in each of the others; he sees that institutions are not one thing and people another—people are not here and institutions there—but that institutions are phases of the people's very life and being and neither could exist without the other.

As to what communities should be studied after the one at home there may be just variance of opinion. Let me simply make a few suggestions. We are to keep in mind that each phase or division of any subject is preparatory to the next. In our common schools all that is attempted in the grades is United States History, and this is as much as can be done. This work on committees, then, not only precedes the work in which the

nation is the unit, but in which it is the nation of the United States. It, then, is the preparation for the study of institutional life in the United States. Communities or neighborhoods that furnish a good basis for such study are a typical one in Spain, one in France, one in Holland, and two, probably, in England, all about the time of 1492. (Since the English planted two distinctive sets of ideas at Plymouth Rock and Jamestown, two corresponding English communities might be taken.)

If one or two years were put on such a study before taking up distinctively United States history those first settlements would mean infinitely more to the pupil. New Amsterdam would be to him a resetting of Dutch ideas of business, church, State, social life and education. The pupil would see in the settlements at Jamestown and Plymouth Rock just what kind of institutional life to expect. He would be able to interpret the conflicts between the English and the Dutch as would be impossible without previous study of a typical English and Dutch community of four hundred years ago. The same would be true of the settlements made in Canada and the Mississippi valley and in Florida.

In connection with the study of Spanish life of four hundred years ago the lives of Ferdinand and Isabella might profitably be taken. Certainly a description of the Alhambra and all that it signifies of Spanish life would be helpful. Then the particulars of its final surrender by Boabdil to Ferdinand and Isabella would impress Spanish ideas as probably few other events of that period will do. All the story of the life in some selected community emphasized by one or two biographies, and descriptions of a very few striking places and events, will certainly help the pupil to a fair idea of the ideas of living the Spaniards carried with them wherever they went.

The biography work should be continued, but it will be found profitable to take fewer persons than heretofore and put the main stress of the work upon the communities. Such a study of the other three communities as well as of the one used for illustration would certainly furnish a good basis for the study of the next historical unit, the nation, and also for the particular nation to be taken at first, the United States.

WHAT IS THE REMEDY?

"This class belongs to 6 yr but fourth reader is better than fifth for them. Fifth too stout"

"1st year pupils are small and do not come regular hence cannot do work satisfactory."

"The black board should be repainted as it is nearly worn through. Some of the seats are loose, and should be fasened down."

"This school has been managed by a very poor class of Teachers, and is in very bad shape for to pass examinations."

"My classes in Physiology was not up with the work Also my H Geog. class."

"The bi-Monthly examination questions were well adopted to different grades, but, owing to the backwardness of some grades, used only apart of some lists, complying with regulations as nearly as possible in using the questions which pertain to the Am't. of work the class has been able to canvas, substituting others to fill out the list."

"Then, too, some of the teachers are using 'compleet' text books in certain 'classes respectfully.' Others are using the 'Grubb method' of teaching number. In some

schools 'verry many of the schollars' are spoken of for certain reasons. They reported frequently that certain work was 'to difficult, or time to limited,' or a similar use of the word 'to.' In answer to the question as to what they were doing with Local Geography, one teacher explains why she does not teach it as 'Tis impossible to teach local geography without a map of some kind.' "

The points above given were selected from one set of reports from the teachers of a certain county to the superintendent. While there were many errors I have not stated here, yet it is to be remembered there were many excellent reports among them. So I do not want to be understood as entering a wholesale complaint against the teachers in the district and village schools either of the State or of any particular county. But such errors as noted were far too frequent to come from a body of teachers in one of the best educational counties in the State. This state of affairs has not come from the superintendent's reckless granting of licenses. On the resignation of a certain teacher this winter, there was not another one in the county holding license to fill the vacancy. So much in explanation.

These things taken as indications of what the teachers are doing are serious. But it is urged that these teachers know better than these errors indicate. That while *fourteen per cent.* of them misspelled the name of the county in which they are teaching, they all know how to spell it—it was just an oversight; that while quite a number failed to answer a set of general questions and to give their programs, they could easily have done so—as of course they knew the answers and they had programs; that while many began sentences without capitals and many more closed them without periods, they all *knew* sentences should have them; that the trouble is

not in what they *know*, but they are only a little careless in what they do. Let us see. This report was one of the few reports which are required to be handed in each year. Are the chances not in favor of each teacher's putting his most careful work on these reports, at least as careful as he is accustomed to give to his work? Are the chances not in favor of these reports being fully as neat and accurate as the school work done when only pupils are present to judge its merits? More than that, any teacher who does careful, systematic, accurate work in his school, will send in just such a report to the superintendent, and when carelessly written, badly punctuated and spelled, and poorly composed reports come in, they are indicative of the general habit of thought and work of the teacher. Slovenly work sent to the superintendent indicates slovenly work in the school. To be sure a neat, accurate report does not necessarily indicate similar work in the school, as the report may be the supreme effort of the teacher.

These things do not indicate that the teacher is careless in regard to capitals, punctuation and language only. "He who offends in one point is guilty of all" is the old statement of this truth. Teachers who are negligent in these particulars are likely to be careless in regard to holding pupils to their best work in regard to habits of industry, promptness, neatness, accuracy, etc., in all work. Habits of carelessness show themselves in many ways where we least think, and any one before a child for seven months of the year has no right to do this kind of work.

If the mistakes are the result of ignorance instead of carelessness, there is little else to be said. It is often better for the child to be under the influence of a person who is daily striving to live up to his truest, best light,

than to be under a careless, negligent one, who, on the whole, may reach a little higher standard.

What is to put our common schools on a higher plane? What is the remedy?

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools.]

A GRAMMAR LESSON.

The class we heard in this lesson will enter the high school next September. They had studied mode two years previous to this, but in a "formal" way. They were now to make a deeper study of it, so the teacher informed us.

The teacher began the lesson by asking what mode is. The answer given was: "Mode is a change in the form of the verb to denote the manner of the action or being spoken of."

We were ready to express our horror of such a jumble as this, but the teacher did not seem disturbed in the least, and we immediately scored *one* against him because he was not disturbed. But since looking into the grammar book used in that school and recalling the fact that the pupils had previously studied mode in a formal way, we can see the wisdom of the teacher in immediately asking this question: "Is mode external or internal?" The pupil he named to answer this question arose and said: "I don't know what you mean." It takes courage to say that to a teacher and we were glad to hear this pupil say it. The teacher manifested no surprise at such an expression of inability to grasp the meaning of what, to him, was very plain. He said: "I have in my mind a beautiful picture. If I were an artist I might

take my brush and paint that picture upon canvas. It would then be external; before, it was internal." "O, I see," said the pupil. "Well, then, I think mode is both internal and external."

The teacher then asked the class to think about the *internal* mode. He then asked the pupils to decide to which element of the thought mode belongs. The pupils had, in a previous grade, studied the thought expressed by the sentence. They had found that in the thought there are always three elements, viz.: that about which we think, that which we think about it, and the act of the mind in thinking the last element as belonging to the first. They had named them respectively: Thought subject, thought predicate and judging act. Let us not quarrel with them about their names, but hear them through.

The teacher's question as to which one of these elements mode belongs pushed them further into the subject than they had ever been. Some jumped at a conclusion and said that it belongs to the subject; others said predicate, and still others said judging act. The easiest thing to do just here is to tell the pupil which of the three answers is correct, but there is no culture in it for the pupils.

The teacher gave the following sentences: This object may be brittle. This object is brittle. "What are the elements of thought that gave rise to the first sentence?" asked the teacher. The answer was: The object in your hand, the attribute brittleness, and the act of your mind in thinking brittleness of the object. T.—"In the second sentence?" P.—"The same elements as in the first." Another pupil thought that they were not precisely the same. He said the subject and predicate are *exactly* the same, but that there is a difference

in the judging act. He was asked to explain. He said that in the first sentence you think it *possible* for the object to be brittle, but in the second you have *decided* that it is brittle. After some questioning and discussing by pupils and teacher they all seemed driven to the conclusion that this which they had called internal mode belongs to the act of the mind in thinking the "thought-predicate" of the "thought-subject." Just here some one remarked that the mode we are discussing seems to be "how we think a thing." "Yes," said the teacher; "it does seem so." "But," continued the pupil, "our book says, on page 72, that mode is a modification of the verb to express the manner of action or being spoken of." The class eagerly opened their books to the page referred to, and sure enough so it was. The teacher knew what was there before they turned to it. He showed no surprise, but quietly asked them to turn to page 76, art. 54. Here it stated that mode expresses the manner of the *assertion*. Some seemed puzzled. One suggested that the author seems to have changed his mind. Another said that she thought in the first statement he did not mean what he said. She was asked to give a reason for her conclusion. She said that we had found by experience that the last statement is the truth, while the other is not.

Another pupil said that it seemed to him that the author makes mode a form only. But another remarked that the author recognizes something besides form, for he says that mode *expresses* manner of the assertion. "Now," said she, "this *manner of asserting* is the internal mode about which we are talking." "Yes, it does seem so," said the teacher.

How much better this search for the truth is than the teacher's telling the children that the author of the book

is wrong and that he must know very little about grammar! When we hear a teacher thus criticising an author, we wonder what kind of a book he would make.

The teacher now asked the following questions: "How many modes are there?" Four was the universal answer. "Which modes are you thinking of?" They had given the answer without thinking of the fact that they were discussing the *internal* modes. But after thinking a moment they again said four. One pupil said that as each form mode expresses an internal that there must be four of each kind. T.—"Might there not be *more* than four internal modes?" P.—"There should not be more." T.—"Examine the verbs in the following: I learn; learn; if I learn; I may learn; I can learn; I must learn; I should learn; I would learn." After the pupil had thought them all over, the teacher said: "How many different manners of assertion have you found?" All agreed that there are eight. A little further thought showed that there are still other "manners of asserting" and, consequently, many modes of thinking.

They then began examining the changes in the verb in order to express these different modes. It would make this paper too long to give this in detail. They saw that the four form-modes were used to express all the "internal" modes that are possible.

While we may not agree with some of the peculiarities of this lesson, we all agree that the pupils have been led to do some good thinking.

DON'TS FOR THE READING CLASS.

BY CAROLINE B. LE ROW.

Don't let pupils get the idea that punctuation points are wholly intended as helps to reading. Next to

blind devotion to words without regard to their sense or value, the most detrimental thing to good reading is attention to marks of punctuation. It is not true that "the voice should be kept up at a comma and dropped at a period." The reverse is very often the case. In the simple sentences, formed on purpose for the beginner to read, it is true, as a rule, that the voice drops at the period. It is also true that in sentences still simple, yet a little more elaborate, in which two clauses occur separated by a comma, as a rule, the voice is kept up at the comma. These two kinds of sentences are invented for the use of young readers and represent one complete idea or two parts of one idea. The punctuation is as simple as the rhetoric, and the instruction, concerning the rising and falling of the voice, quite correct.

The trouble begins when more intricate sentences are read and where the emphasis does not necessarily come at the end,—upon the last word,—as is usually the case in primary readers. The child taught to believe that "the voice should always be kept up at the comma," etc., reads accordingly and with a total sacrifice of meaning. In general, attention should not be directed to punctuation points. Like words they are but means to an end, and even of far less consequence than words. They are to an idea what the track is to the car that runs upon it. They should be regarded only as helps to the understanding of the thought, showing the division between ideas, whether a sentence is affirmative, interrogative, exclamatory, quoted, or otherwise. The same set of words may be read as a statement, a question, or an expression of surprise, and it is only by the punctuation point that we can be sure of the author's meaning. This is what pupils should be made to understand, and beyond this should not depend upon punctuation for help

in reading. The rhetorical pause is the most valuable of all, yet it is not indicated to the eye. It is the pause required by the sense; the pause, for emphasis, after the subject of a sentence, etc., where separation of the words, grammatically, or by punctuation points, would be entirely incorrect. It is recognized only by the thought, and will never be so recognized by the pupil who reads only words and points of punctuation. Speech is punctuated only by pause and inflection. It would be well if some reading lessons, especially for beginners, could be printed without points, merely spaces between sentences, that the entire attention could be given to the thought to be expressed. Punctuation should never be taught as a thing important in itself, and should be learned from observation and as need arises, from time to time, for its use, never as a separate and important branch of instruction.—The SCHOOL JOURNAL.

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

NUMBER STORIES.

As stated in a previous article, these stories are helpful as exercises in number ; in language—filling blanks and copying accurately being the simplest form of such work—and in reading.

Pupils need practice in dealing with concrete numbers. Busy teachers need such stories "ready-made," for there is no time during school hours to "evolve them from one's inner consciousness," and after school the time is often better spent in recuperating exhausted energies.

In most of the following stories the abstract form is placed first, the pupils fill the blanks by referring to it.

I.—a. $3 + 4 = ?$ Clara had $\underline{\quad}$ ⁽³⁾ dolls and Mary had $\underline{\quad}$ ⁽⁴⁾. Both had $\underline{\quad}$ ⁽⁷⁾ dolls.

b. $7 + 2 = ?$ John spent — cents for candy and — cents for nuts. He spent — cents for both.

II.—a. $8 - 6 = ?$ I had — plums and ate —. I had — plums left.

b. $10 - 7 = ?$ A hen sat on — eggs, — hatched, the others were broken. — eggs were broken.

VIII.—a. $3 \times 4 = ?$ One dog has — feet. — dogs have — feet.

b. $3 \times 2 = ?$ Oranges cost 2 cents each. 3 oranges cost — cents.

IV.—a. $6 + 2 = ?$ — mittens make a pair. Tom had 6 mittens. He had — pairs.

b. $12 \div 3 = ?$ Dick had 12 cents. Cakes cost 3 cents each. He bought — cakes for — cents.

V.—a. $\frac{1}{2}$ of 12 = ? Mary had half a dozen chickens and sold —. She had — chickens left.

b. $\frac{1}{3}$ of 9 — $2 + 1 = ?$ $\frac{1}{3}$ of 9 ducks were on the pond. — of them went to the shore. — ducks went back on the pond again. Then there were — ducks on the pond.

VI.—1. Maud and May were making paper dolls. Maud said: "I have two dolls, May; how many have you?" "I have three times as many as you," said May. May had — dolls.

2. "This box will be the school house, Maud. We will send all of our dolls to school." — dolls went to school.

3. After school May took one-half of the dolls for a walk. May took — dolls, and — dolls were left at home.

4. Maud made paper cakes for the dolls that were left at home. She made three cakes for each doll. She made — cakes for all of the dolls.

VII.—1. Susie, Clara, Mary and Dora had 12 shells apiece. Their teacher said: "You may put them in boxes, the same number in each box, then you may write a story about them."

2. This was Susie's story: "I have two boxes with $\frac{6}{12}$ shells in each box, because there are 2 ^(sixes) in 12."

3. Clara's story was: "I have 3 boxes with — shells in each, because there are 3 — in 12."

4. Mary wrote: "I have 4 boxes with -- shells in each box, because there are 4 — in 12."

5. Dora had: "I have 6 boxes with — shells in each, because there are 6 — in 12."

MORE ABOUT SPIDERS.

Among the laws of memory, perhaps none are so important in primary grades as *vividness of impression and repetition*. Happy the teacher who is skillful in using them. When Miss A—— brought the live spider to the class and lead the little folks to count its legs and search for its eyes, she purposely took advantage of the vividness of impression. She was not unmindful of the law of repetition, and used both direct repetition by occasionally asking the same questions as in the first lesson, and indirect repetition by telling additional facts and anecdotes, which, through the law of association, tended to recall what had been learned. So, from time to time, as the weeks went by, she told stories about spiders, thus keeping previous lessons in mind while adding to the children's stock of knowledge.

ARACHNE.—Once upon a time, there was a handsome young lady named Arachne. She spun and wove laces so well that she became very proud and thought no one else could do such fine work. Many ladies tried to make

nicer lace but none could. Then Arachne became so proud that she boasted, "I can weave lovelier lace than Minerva." Minerva was a goddess who wove the most beautiful lace in the world. She was not pleased when she heard how Arachne boasted, and she brought her loveliest laces to show to Arachne. But Arachne said, "I think my lace is finer than yours." Then Minerva grew angry and said, "Since you are so very proud of your work, I will make you spin and weave always." She touched Arachne with her finger tips and Arachne grew smaller and smaller, till at last she was only a little brown spider, that ran away as fast as it could and began to weave its web.

When you see a spider spinning its web, think of the beautiful lady who wove such lovely lace.

THE PRISONER'S SPIDER.—Long, long ago, there was a war between Holland and France. A Frenchman was taken prisoner and shut up in a lonely cell. There was nothing in the cell but an iron bedstead, not even a chair or table. Once a day a man came with food for him. This man was his friend but could do nothing to help him. So day after day, he staid in the dreary cell with no one to talk to and nothing to do. One day a spider swung down from the ceiling and began to weave its web. He was glad to see it, for he was so lonesome that even a spider seemed company. He was careful not to frighten it and by and by, it became so tame that it would eat flies he caught. And it told him about the weather! It really did! When the weather was warm it would spin its web, catch flies and be very lively. If it stopped spinning, crept to a dark corner, curled up and kept very still, then the prisoner knew that before long the weather would turn cold. One day the man who brought the food told the prisoner that French sol-

diers were on the other side of the river, and if they could cross, would set all the French prisoners free. The Frenchman was very happy, hoping the soldiers would come. But the next morning the man said, "The soldiers cannot cross; if the river would freeze, they could come over on the ice, but they are going away soon." Then the prisoner was so sad that he sat all day with his face buried in his hands. At last he happened to look at the spider's web. The spider was gone. He looked closer and saw that it was curled up very, very still in the darkest corner. He clapped his hands for joy because he knew cold weather was coming. He sent word to the soldiers, "Wait one day longer, for the river will soon freeze." So the soldiers waited and sure enough the river did freeze. The soldiers crossed on the ice and set the prisoners free. When the Frenchman left his cell he took the spider with him. He carried it to his home and kept it as long as it lived.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

A GUIDE TO THE STUDY OF LITERATURE.

A word further on the literary embodiment before passing. Embodiments have already been classified into persons and objects of nature. The latter must now be subdivided.

1. Objects of nature delight the senses through colors, sounds, odors, tastes and tactile sensations. Hence an object may be idealized and presented for the purpose of sensuous delight. The poet indulges in the rich tints of an autumn foliage, in the rich shading and blending of colors in the flower, in the perfumed and

balmy air of a summer evening. This, of course, produces a low grade of poetry; but it is poetry, since it yields æsthetic pleasure. These two stanzas from Bryant's Gladness of Nature contain examples:—

Is this a time to be cloudy and sad,
When our Mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

The clouds are at play in the azure space,
And the shadows at play in the bright, green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

2. Quite different from the foregoing is the sympathetic mood of the soul for the objects of nature. One standing in the autumn woods, amidst rustling leaves, and in dim smoky light passes into a mood suitable to time and place. The feeling is not now awakened by the senses. It is sympathy with the environment. The first stanza of "The Death of the Flowers," illustrates this kind of embodiment:

The melancholy days are come, the saddest of the year,
Of wailing winds and naked woods and meadows brown and sere.
Heaped in the hollows of the grove, the autumn leaves lie dead;
They rustle to the eddying gust, and to the rabbit's tread;
The robin and the wren are flown, and from the shrubs the jay:
And from the wood-top calls the crow through all the gloomy day.

3. The last kind of embodiment to be noted is that through which there is explicit recognition of personality and life. In Bryant's "Forest Hymn" he recognizes the forest as a means of communing with God, sees God back of the forest,

The century-living crow
Whose birth was in their tops, grew old and died
Among their branches, till, at last, they stood,
As now they stand, massy, tall and dark,
Fit shrine for humble worshipper to hold
Communion with his Maker These dim vaults,
These winding aisles, of human pomp and pride
Report not. No fantastic carvings show
The boast of our vain race to change the form
Of thy fair works. But thou art here—thou fillest the
Solitude. Thou art in the soft winds
That run along the summit of the trees
In music; thou art the cooler breath
That from the inmost darkness of the place
Comes, scarcely felt; the barky trunks, the ground,
The fresh moist ground, all are instinct with thee.

Any one embodiment may produce all three of the foregoing effects. Standing in the presence of Niagara Falls there is delight to the eye in its spray of waters and play of rainbow colors. And, too, he will be lifted into an exalted mood through the manifestation of the forces about him. With all this he may see in the Falls a type of human life—the terrible turmoil of life spanned with the rainbow of hope.

In studying the embodiment, therefore, the student should note all the sources of pleasure awakened by it—the sensuous pleasure, the direct emotional effect, and the typical or analogical significance. A poem which has the last value will usually have something of the first two; and one which has the second value may have the first. But the first may exist without the second; and the second without the third. In the Chambered Nautilus, there is much to delight the eye; as, ship of pearl, irised ceiling, etc. There is also an effect above the sensuous; as produced by the "unshadowed main." But the chief value lies in the analogy between the growth of the Nautilus and that of the soul. Without theorizing, the teacher should lead the student to an appreciation of all these sources of feeling. The first two values may be thrown together and called the picture value of the embodiment; then the second would be the analogical value of the picture. In Excelsior there is a rugged, sublime and terrible picture, worthy of itself to justify a poem. But beyond this in value is the meaning for which the picture stands.

We have now discussed the theme and the concrete form in which it is set forth. Along these two lines the attention of the pupils must follow—the image and life for which it stands—the individual as embodying the universal. In conclusion let us make a brief application,

using a selection from the Indiana Fifth Reader—Skipper Ireson's Ride.

As an easy approach to the universal meaning, let the pupils begin with the ride as an individual, external incident.

1. First, require pupils to picture vividly the changes:
 - a. The tarring and feathering.
 - b. The ride up the rocky lane.
 - c. The ride through Marblehead.
 - d. The ride in the country beyond.
2. The pupils should now find the purpose of all these changes in the desire to produce in the Skipper a feeling of chagrin and humiliation as a punishment for his hard heart in sailing off and refusing to rescue his fellow-townspeople from a sinking vessel because they bragged of their catch of fish.
3. Pupils must now show how perfectly adapted were the means devised to produce chagrin and humiliation. To begin with, he was tarred and feathered; and then drawn by the women through the town with such demonstrations as pupils have already described in the first step.
4. Next comes the effect of the enterprise. So well adapted, yet it produced no humiliation. Cause of the failure is found in this:

"What to me is this noisy ride?
What is the shame that clothes the skin
To the nameless horrors that live within?
Waking or sleeping, I see a wreck,
And hear a cry from the reeling deck.
Hate me and curse me—I only dread
The hand of God and the face of the dead."

5. Hence we must revise the purpose as stated above. The women of Marblehead planned it to produce humiliation; but Whittier's purpose, the poem's purpose, is to make the reader feel how much greater should be the horror of sin in the heart than external shame. This is

the purpose that controls the poem. The poem is to present to the reader an ideal sense of sin. Not how we feel, but how we should feel; how the inner voice cries out in wrong doing. This feeling is thrown out by making it stronger than the worst external forms of shame to which all are extremely sensitive.

The real change will now appear to the student to be the inner change from the hard heart of sin to the penitent heart; and not the external series before sketched. The external series are subordinate, and serve by comparison to bring out the internal. This double series is usually found in a narrative piece of literature; but while the student must approach the inner through the outer, he must face about and see the series of steps as an inner series, showing the relation of the external to it.

DIVISION.

The preceding articles have discussed division by an integral divisor. Only one point more in that case needs emphasizing, and that is the division of a fractional number when the numerator is not divided, but the denominator is multiplied. That is, the *number* of fractional units is not decreased, but the *size* of the fractional units. If the work has been done systematically and thoroughly up to this point no trouble need arise here, for it is very easy to lead pupils to see that one-half divided into two equal parts is one-fourth of the whole. That is, the number of fractional units remain the same, but each unit is only one-half of its original size. In fact, this work has all been done long ago, unless it be merely the abstract statement of the process. Thus, a fractional number can be divided in either of two ways—by dividing the number of fractional units or by dividing the

size of the units. The number of units is divided by dividing the numerator of the fraction; the size is divided by multiplying the denominator of the fraction.

The next case in division is the division of a number by a fractional divisor. If the relation between an integral number and a fractional number is definitely and clearly seen there need be nothing difficult in dividing a number by a fractional divisor. If pupils are led to see the difference between two apples and two-thirds of an apple, they will have no more trouble in finding how many times two-thirds of an apple is found in four apples than they will in finding how many times 2 apples are found in 4 apples. Show them that 2 apples are 6 thirds of an apple. 6 thirds are 3 times more than 2 thirds, so 2 thirds will be found 3 times as often in 4 apples as 6 thirds are. That is, the larger the divisor the smaller the quotient, and the smaller the divisor the larger the quotient. If they divide by a number that has three times the number of units it should have in it, the quotient will have only one-third of the number of units it should have; to get the true quotient the quotient obtained must be multiplied by 3.

The same principle should be applied in dividing by a decimal fraction. If this principle is so applied it settles the question of pointing off the quotient. If .525 be divided by .5, I know that 1-5 of .525 is .105, that is the quotient is always of the same denomination as the dividend; but as the divisor was 5 instead of 5 tenths the number was divided by a number 10 times larger than the real divisor and therefore the quotient is only one-tenth of the real quotient. To obtain the true quotient, multiply the quotient obtained by 10. This is done by moving the decimal point one place to the right. This gives "as many decimal places in the quotient as the dec-

imal places in the dividend exceed those in the divisor;" a fact that pupils will soon discover for themselves if led aright. This process also settles the question of manipulating the divisor and dividend to obtain a divisor which is an integral number. Why is it that such desperate efforts are made to keep from coming face to face with the truth? It is just as easy for the children to see that five-tenths are one-tenth of five and that if they divide by a number that is ten times the true number, their quotient will be one-tenth of the true quotient, as it is for them to see that if they multiply the divisor and dividend by the same number, they will not change the quotient. And as in common fractions the divisor is not changed to a whole, or integral number, there can be no justifiable reason for doing so in decimals.

This process also settles the question of inverting the divisor in dividing by a fractional number, a question which has caused so many learned discussions in county institutes. If the pupils are led to think things behind the figures and to deal with objects, instead of manipulating figures, they will never have to learn the cold, dead formalities of rules for the solution of problems, but their arithmetic will be a part of the real live world around them, and their problems will be solved by real live processes.

J. S. T.

FRIDAY AFTERNOON.

PROGRAM FOR DECORATION DAY.

MARY V. SINCLAIR.

CHARACTERS.—Queen; two Maids of Honor; two pages—very small girls; two scribes—tall girls wearing gossamers and having bright turbans upon their heads; ten emissaries.

Queen:—

And Decoration Day again is here—

Our Feast of Flowers—wet with the Nation's tears!

One year ago to-day I sent a band
Throughout our realm and into every land
Where, haply, they might find some grave or resting place,
Most fit to be remembered.

Now are they returned,

And I must give impartial hearing, while they their deeds recount.

[Seats herself.]

(Raising her voice and looking toward entrance):

What Spirits of Good will come and stand .

To counsel and comfort, on either hand?

First Maid of Honor (entering) :

Your Majesty, command me. I will serve you
As I have served my country. Men call me Patriotism.

Queen:-

How could I do without thee? Stand
In place of honor, at my right hand.

Enter Second Maid of Honor:-

Most gracious Queen, give me a place beside you.
I've no wisdom for your councils, but I've a tear
For each green grave that dots our land. My name is
Sympathy.

Queen:

Oh, lovely, sad-eyed maid, we must not part.
Stand thou at my left. Here. Close unto my heart.
(A bell is heard without.)

Queen:

See who desires an entrance.

Exit first Maid, (returning):

Your Majesty, ten emissaries wait without,
To bring you tidings of your work abroad.

Queen:

Then call my scribes and let their pages bring
Scrolls, and a light. I would have them write
In letters of gold, the deeds that my messengers shall tell.
Do so instruct them, and at once return.

[First Maid retires to return, followed by scribes who carry in one hand an inkstand, in the other a large feather for quill. These are followed by their little pages, who have each a lighted candle and an immense roll of paper. (A light strip of wood should be fastened in the outer edge of the scroll to keep it upon the floor when unrolled.) The scribes seat themselves upon low boxes on either side the queen. The pages step behind them, place scrolls upon the knees of the scribes, take the inkstands, and are then in a position to supply the writers with light and ink.]

[The two Maids of Honor take the outer edges of the scrolls, and aid the scribes to unroll them, carrying the wooden sticks three feet from scribes where they place them upon the floor. Then stepping before the Queen and bowing low, announce]:

All things are now in readiness, O, Queen!

Queen:

Let the band come before me.

[Exit Maids of Honor, to return, each preceding a column of five messengers. Pausing when last two are just inside the school-room, this whole company gives the Queen a low salute.]

Queen:

Welcome, faithful and weary friends,
We are all eagerness to hear you tell
Your ventures on this mission.

Let each in turn relate with clearness, and, Scribes, attend.

[The Maids of Honor now escort first messenger to the Queen, and stand side by side, behind him, while he recites. When he is dismissed by the Queen and turns to retire, they march at his side to the column and pause, he passes on the outside of his line to its foot. They then escort the second messenger to the presence, following this order. The Scribes write rapidly while a hero recites, using much ink and making a noisy turn of the scroll while he retires.]

First Messenger:

I sought to lay my garland on the grave
Of him who should be called best soldier, truest patriot,
So to Mount Vernon I did take my way
And left my flowers upon the tomb of Washington.

Queen:

The whole wide world will say your choice is right.

Second Messenger:

At Springfield, on the Sangamon, I paused. My request
Had puzzled floral artists. One at last
Worked my idea into form. It was a perfect hand
Made all in flowers of white. The fingers held a pen,
Fashioned with darkest purple blooms. And as with love and
reverence

I laid this trophy down beside this beauteous home
That guards our martyred Lincoln,
I seemed to hear the grateful heart-throbs
Of the many whom his pen has freed.

Queen:

You have set me thinking; yours was a loyal act, indeed.

Third Messenger:

I hied me fast to southern battle-fields
And over every soldier's grave, in all our land,
That bears that touching epitaph—Unknown—
I scattered sweet Forget-me-nots.

Not one of these, to-day, is left neglected.

Queen:

Oh, blessed one. Thy service is a boon,
How many hearts will breathe thy name in prayer.

Fourth Messenger:

On one of Georgia's "sodden plains," 'neath "a lurid sunset sky,"
I found an ugly "waste of land," and two graves side by side,
But costliest blooms these mounds bestrewed.

I thought of "the little girl with golden hair and the one with dark
eyes bright."

Who "on Hampshire's hills and Georgia's plains, were fatherless that night."

How sweet if they have known these graves, since those sad childhood's hours!

Lo! while I stood,

Two bent forms, clad in deepest black, clasped hands above the flowers.

Queen:

Now what a mingled sense of grief and joy
Your picture brings to me.

Fifth Messenger:

I called to mind that grievous time when our sweet singer died.
How England honored him and us, gives place for honest pride.
So away to Old Westminster, o'er land and sea I went.
'Till my laurel wreathed that statue's brow, I could not be content.

Queen:

Ambitious one! Thy name should be Excelsior.

Sixth Messenger:

I sought the grave of one whose pen
Breathed ever thoughts of peace.
Who strove to break the captive's chains,
Who helped slavery to cease.

I recognized the mighty debt a nation owes his name,
And dropped my flowers an offering to the Quaker poet's fame.

Queen:

When you praise Whittier, you do but voice
The feelings of your country-men.

Seventh Messenger:

I sailed to Germany and up the Rhine I went, to find
The Bishop of Bingen's Mouse Tower. I meant to climb
To the very room where the wicked Bishop laid him down.
And on the floor I thought to scatter stalks of corn
With ripened, bursting ears.
What if the "ten thousand rats" were still in hiding there
About the ruined castle—

Queen:

Hold! What ghastly wickedness is this?
"Vengeance is mine, I will repay," the Lord has said.
You have betrayed my trust. Back to your place.

Eighth Messenger:

I sailed o'er many a many a billowy main
Until I reached the Inchcape Rock,
Where Sir Ralph the Rover and his crew went down.
Above that spot,
I turned a whole boat-load of our wild blue-bells
Into the sea.

Queen.

What! Another deed of vengeance!
Have you, too, so much abused your office?
This does not please me; I will hear no more.
For "who art thou that judgest?"

Ninth Messenger:

O, Queen, mine was no deed of malice.
I sought in the south a Spanish isle,
And by the carefully guarded casket wherein lie,
The once despised but now revered remains
Of Christopher Columbus, I did place
This nation's offering—a wreath of immortelles.

Queen:

Oho! And here are aspirations!
Will you be satisfied with free entrance to the Columbian Fair?

Tenth Messenger:

I did not think of soldiers, poets or great men.
But took my floral tribute—
'Twas one wild-flower from every pupil of our land,
With some of her own well-loved English hawthorn—
To England, for the grave of little Nell.

Queen:

Sweet little Nell! Pure type of sinless childhood.
How does the thought of her restore my peace!
Yours was a happy choice, my messenger.
And in the name of our school-children you did this?
And now for your long journeyings and your work,
You'll be rewarded. Forth to my treasure-house!
Two of your band have grieved me much—
But let that pass. As for the rest,
Each has done nobly; each is best.
While work like this continues on its way
Our soldiers' graves will honored places seem.
Poets and authors remembrance have:
And every citizen will cast his vote to say,
Take other Festivals, but let us ever keep our Decoration Day.
Art ready, all?

[All in concert.] Ready, your Majesty.

Queen:

Then, maids, lead on.
What better guides for this auspicious day could be
Than Patriotism and tender Sympathy.

ORDER OF EXIT:—Maids of Honor; Queen; Scribes; Pages; 10th and 9th Messengers; 8th and 7th Messengers; 6th and 5th Messengers; 4th and 3rd Messengers; 2nd and 1st Messengers]

CLOVERDALE, IND.

EDITORIAL.

THE Indiana Journal for Indiana teachers.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

If you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE Southern Association at New Albany and the Northern at La Fayette were both largely attended and were highly satisfactory in their results. The Northern meeting was the largest in its history. For particulars see the reports on another page.

DOES THE NEW LAW AFFECT THE RENEWAL LICENSES ALREADY ISSUED, is a question many teachers are now asking. The answer is no. The law contained an emergency clause and took effect upon its passage, but it does not affect in any way licenses issued prior to that date.

THIS ISSUE OF THE JOURNAL contains some excellent articles that will well repay reading and study; it contains interesting miscellaneous items, and it contains advertisements that should be read. Begin at the first and look it carefully through to the end. It will pay you.

"THE HOOSIER SCHOOL MASTER."—The author of this book, Edward Eggleston, is now at Madison, Ind., his boyhood home, writing a new book. The story circulated that he is rewriting the Hoosier School Master is not correct. It still has as large a sale as ever, and he has no reason to change it.

WE CANNOT DO IT.—Frequently we receive letters saying: "Please send my JOURNAL for the next two months to this place, and after that to"—some other place. We can't do it. With our large list of subscribers we cannot undertake to keep track of future changes. We will make as many changes as are required and do it cheerfully, but each change must be asked for when wanted.

THE READING CIRCLE BOARD has selected books for both the teachers and the young people, and has also made a complete report, by counties, of the work done the past year, but its publication is postponed a month for lack of space in THE JOURNAL this month. It may be said here that the aggregate number in each circle exceeds the most liberal estimates made at the beginning of the year. THE JOURNAL guessed 10,000 teachers and 100,000 young people, but fell below in each case. This is a grand showing.

THE LAST CHANCE.

We will give for one new subscriber to THE JOURNAL, or one renewal, at club rates, received before June 1, with cash (\$1.25), postpaid, either of the following: "Evolution of Dodd," that prince of pedagogical stories, full of practical suggestions to teachers; "Black Beauty," an excellent book to read to a school, in which kindness to dumb animals is taught by means of an interesting story, or "Uncie Tom's Cabin," that wonderful story of slave time that has had a larger sale than any other novel ever written. For two subscribers and \$2.50 we will send, beautifully bound in cloth, that remarkable production of Hawthorn, "The Scarlet Letter," or "The House of Seven Gables," by the same author. This offer will not be repeated. It will be easy to get a new subscriber, then renew your own subscription and get the books.

THE WORLD'S FAIR.

Most Indiana teachers will attend the World's Fair at Chicago, which opened May 1. Perhaps a World's Fair will never again come so near to the present generation of Indiana teachers. Every one who can should go and spend at least a week in seeing the wonders of the world. The committee appointed at the State Teachers' Association to arrange for State headquarters and for hotel accommodations reported in the March issue of THE JOURNAL, and a supplemental report was expected for this month, but has not reached us. The March report contains the essential facts. See it. A. E. Humke, Vincennes, is chairman of the committee.

LATER.—Since the above was put in type a report came. See it on another page.

OBLIGATION OF TRUSTEES AND SCHOOL BOARDS TO TEACHERS.

THE JOURNAL has often said, and wishes to say again, that by the faithful and efficient discharge of his duties, a teacher earns a right to re-election—not a legal right, but a moral right. Other things being equal, the old teacher being familiar with all the requirements and conditions of a place, can be of more service to a school than a stranger can be. Trustees should appreciate this fact and re-appoint their teachers, unless there exists some good reason to the contrary, and this re-appointment should take place early.

WHEN A TEACHER IS NOT TO BE RE-APPOINTED, he should be notified promptly—in city schools before the close of the school year—unless there is some good reason to the contrary. This should be a private matter and the public should know nothing of it, unless the teacher himself chooses to tell it. This gives the teacher a chance to secure another place before the best places are all taken, and it gives him a chance to send in his resignation. Trustees owe this to teachers whom they do not wish to continue in their service, unless they wish to add

insult to injury. It is hard enough for a teacher to lose his place, and he should not be subjected to unnecessary humiliation. What has been said in regard to teachers applies with equal force to superintendents and college professors.

THE FOLLOWING FACTS WILL ILLUSTRATE:—A college professor has served for many years, doing faithful, conscientious work. The trustees, at a recent meeting, decided, for reasons of their own, not to re-appoint this professor for the coming year and instructed the secretary to so notify him. So far, all right, but when the board adjourned, one of its members told the fact and the professor got his first news of what had been done through the newspapers. This was an inexcusable, indefensible and unpardonable outrage, and the guilty trustee ought to be expelled from the board he has disgraced.

LIBERTY BELL GOING TO CHICAGO.

The Philadelphia authorities have decided that the Liberty bell, the ringing of which proclaimed the independence of the thirteen original States, shall be taken to Chicago, the date of departure from that city being fixed for April 28. The bell will be transported in a special car, and four stalwart policemen will go along as its special custodians, and will never lose sight of their charge while it is on its way to Chicago. On the way to the fair stops will be made in all the large cities on the route, so that their citizens may have an opportunity of seeing the bell that rang out liberty to the land. Indianapolis is one of the favored cities, and great preparations are being made to celebrate the occasion. The school children will go en masse, Ex-president Harrison will make a speech, cannon will be fired, etc., etc. Before these lines reach **THE JOURNAL** readers the trip will be completed, and the bell will have reached its destination.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED FOR FEBRUARY.

- GEOGRAPHY.**—1. Upon what does the distribution of animals over the earth depend?
2. What value do you attach to the special, or State, editions of geographies?
3. How many counties are in Indiana? Draw an outline map of your own county, and give its boundaries.
4. Name the States which border on the Gulf of Mexico, and give their capitals.
5. Name the provinces of British America, and give a short description of the most important one.
6. Bound France, locate its capital, and give the more important exports of the country.

7. Where is the Red Sea? Bay of Bengal? New Zealand? Strait of Gibraltar?

8. Assign a lesson as to a class beginning the study of Europe.

U. S. HISTORY.—1. Give a brief statement of the discouragements which Columbus had to overcome before he began the voyage on which he discovered America.

2. (a) Give an account of the election of Jefferson to the presidency in 1800.

(b) Give an account of the election of Hayes to the presidency.

3. Name three of the most important battles of the Civil War, state the commander on each side, the result of the battle, and the effect of this result upon the subsequent progress of the war.

4. When did the Constitution become the "supreme law of the land?" How may it be amended? To whom is the power given to make treaties? To try impeachments? To declare war? To admit new States? To fill senatorial vacancies during the recess of the State Legislatures?

5. State the principal events in the history of the United States in the past ten years.

ENGLISH GRAMMAR.—1. What is the value of analysis in studying English Grammar?

2. Would you require pupils to construct many original sentences in the Grammar work? Give reasons.

3. Name the parts of speech that usually express attributes.

4. Name the parts of speech that generally express objects.

5. Name those that generally express relations.

6. Tell what part of speech the word "there" is in the following sentences:

(a) I saw him there yesterday.

(b) There is pleasure in the pathless woods.

(c) There! the picture is ruined.

(d) "There" is usually an adverb.

7. Write an original sentence containing "where" as a double conjunctive adverb. Explain how the word has two adverbial uses and a conjunctive use.

8. Write a letter of not more than one hundred words in which you apply for the position as teacher.

READING.—Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts, in glad surprise,
To higher levels rise.

The tidal wave of deeper souls
Into our inmost being rolls.
And lifts us unawares
Out of all meaner cares.

—Longfellow.

1. What is meant by figures of speech? Point out any figures to be found in the above quotation.

2. How would you distribute the time during the recitations between spelling and defining and oral expression? 20
3. What should be done to counteract the effect on good reading of the evil influences of much hasty scanning of newspapers and light literature? 20
4. What influence does the pupil's ability to read well exert on his other subjects of study? 10
5. Write the assignment of a reading lesson, for a class in the fourth reader grade, keeping in view the desirability of having the pupils study much before the recitation hour. 20
6. What is meant by monotone? What kind of composition is most appropriate for the use of such tones in reading? 10

ARITHMETIC.—1. (a) What is a rule, as used in Arithmetic? (b) Should pupils be required to commit the text of rules in Arithmetic? (c) Why?

2. Give rule for pointing in multiplication of decimals and demonstrate its correctness.

3. How many feet, board measure, can be cut from a squared log 16 ft. long, 18 in. wide, and 10 in. thick, allowing $\frac{1}{8}$ of an inch for each cut of the saw?

4. The product of three factors is $16\frac{2}{3}$, and two of them are $1\frac{1}{3}$ and $2\frac{1}{2}$. What is the other?

5. A, B, C and D together own one square mile of land: A owns $\frac{5}{8}$ as many acres as B; B owns $\frac{2}{3}$ as many acres as C; and C owns $\frac{3}{4}$ as many acres as D. How many does each man own?

6. I bought a house which increased in value 20% the first year, and $16\frac{2}{3}\%$ on its increased value the second year, when I sold it for \$18,472. How much did I pay for it?

7. For what sum must a note, without interest, be drawn at 30 days to net \$1,200 when discounted in bank at 5%?

8. A room is $14\frac{1}{2}$ ft. long, $14\frac{1}{2}$ ft. wide and 10 ft. 3 in. high. What will be the cost of plastering its walls and ceiling at 15c per square yard?

PHYSIOLOGY.—1. In what does living matter differ from dead matter?

2. Define the tissues of the arm.

3. Describe the spinal column and explain the advantages of its structure.

4. Make a cross-section sketch of a living long bone and name the parts?

5. Where are the red corpuscles of the blood formed? Where are the white formed?

6. What is the lymphatic system? What is the function of the lymph?

7. What are the functions of the liver?

8. Describe the skin and explain its functions.

9. How is an impulse transmitted from a nerve center to an organ?

10. What are reflex actions? (*Seven out of ten.*)

SCIENCE OF EDUCATION.—1. Sustain by argument the affirmative or negative of this proposition: Pupils should learn and recite verbatim the definition of all important things mentioned in the subjects studied.

2. Show by discussion the value of the habit of promptness in life after school days.

3. Argue for or against corporal punishment as a mode of correction in extreme misconduct.

4. Quote a saying of Rousseau, Pestalozzi, Bacon, Locke or Froebel and show its application to some plan of school work.

(Applicant to answer three of the four questions.)

THE AUTOCRAT AT THE BREAKFAST TABLE.—1. What comparison is made between horse-racing and horse-trotting.

2. What reason does the Autocrat give for not feeling more alarmed at the appearance of the comet?

3. On what does the author call us all theological students?

4. Explain the meaning of the statement, "My few drunken acquaintances were generally ruined before they became drunkards."

5. "The producers of thought are few—the jobbers of thought are many." Explain.

6. What is the significance of the figure, "The mind of the bigot is like the pupil of the eye: the more light you pour into it, the more it contracts."

7. Draw a moral lesson from the story of the measuring of the tree with the tape line.

8. What pedagogical application do you see in the comparison between pears and man, to children in school?

9. State in your own words the substance of some pedagogical lesson you have obtained from the reading of the Autocrat at the Breakfast Table.

10. Make a quotation and justify your selection by a statement of its value. (Applicant to answer any six.)

ANSWERS TO PRECEDING QUESTIONS.

GEOGRAPHY.—1. The distribution of some animals is coextensive with that of grains and grasses, as the domestic animals. The distribution of others depends upon topographical conditions, as the camel, llama, alpaca, etc. Monkeys, parrots, antelopes and many insects seem to demand rank and vigorous vegetation, and with them are found beasts of prey.

2. It is specially important for a pupil to understand well his home, surroundings, as his township, county, State, etc., as a basis to extend his geographical knowledge, and because his first travels are apt to be local.

5. Newfoundland and Canada. The latter is composed of seven provinces—Ontario, Quebec, New Brunswick, Prince Edward's Island,

Manitoba and British Columbia. The most important is Ontario. It contains one-third of the inhabitants of Canada and has a fertile soil. Farming, mining and lumbering are the leading industries. Toronto is the capital and chief city. Ottawa is the capital of the Dominion.

8. The answer to this depends on the object to be attained, the facilities and the time at command, and the age and advancement of the pupil.

HISTORY.—1. (a) The opinion of many that the earth was flat; (b) the belief that the sea was full of monsters, etc.; (c) the expense and uncertainty attached to his proposed expedition; (d) the wisest men of his time, in council assembled, decided that his scheme was vain and impracticable.

2. (a) At that time the candidate receiving the most electoral votes was to be president, and the one receiving the next highest was to be vice-president. By the regular electoral vote, Jefferson received 73 and Burr 73, consequently no choice was made, and the duty of electing a president devolved upon the House. Here the vote was taken by States, and on the 36th ballot Jefferson was elected, he receiving the votes of ten States and Burr four States. Two States voted blanks. Jefferson was, therefore, elected president and Burr vice-president. (b) In the election of 1876 there were 369 electoral votes. After the election the democrats claimed 203, leaving 166 for the republicans; the republicans claimed 185, leaving 184 for the democrats. The doubtful votes were in Oregon, Louisiana, South Carolina and Florida. From these States came double returns, with accusations of fraud by both sides. Moderate men from each side at last effected the establishment of an electoral commission, composed of five representatives, five senators and five justices of the supreme court. Politically, these fifteen men stood eight republicans and seven democrats, and every disputed point was decided by the same partisan division, the republicans winning, 185 to 184.

3. (a) Battle of Champion Hills. By this battle Gen. Grant effectually beat Gen. Pemberton away from the approaches to Vicksburg, and by so doing was enabled to lay successful siege to that stronghold. (b) Battle of Nashville. By this battle Gen. Thomas completely destroyed Gen. Hood's army, thereby doing away with the last dangerous source of strength to the Confederate cause in the south-west. (c) Battle of Gettysburg. In this battle Gen. Meade commanded the Union forces and Gen. Lee the Confederate forces. Lee was beaten, and on account of the magnitude of the armies and the length and severity of the fighting, this battle is counted the turning tide or crisis of the civil war.

4. (a) March 4, 1789. (b) See Constitution, Art. 5. (c) To the President and Senate. (See Art. 2, Section 2, Paragraph 2.) (d) The House. (See Art. 1, Section 2, Paragraph 5.) (e) Congress. (See Art. 1, Section 8, Paragraph 11.) (f) Congress. (See Art. 4, Section 3, Paragraph 1.) (g) Governor of State. (See Art. 1, Section 3, Paragraph 2.)

5. 1885, Letter postage reduced to 2c for one ounce. 1886, the Presidential Succession Bill; the Anarchist riot in Chicago. 1887, the Inter-State Commerce Bill. 1888, the Presidential campaign. 1889, opening of Oklahoma; celebration of the Washington Centennial; the Johnstown disaster; the Congress of the three Americas; four States admitted; our Navy enlarged. 1891, death of Gen. Sherman; McKinley Tariff Act passed; Inter-National Copy-Right Law enacted; eleventh census completed. 1892, the Homestead riot; World's Fair dedication; Presidential election, etc.

GRAMMAR.—1. Analysis leads one into the logical way of ferreting out the grammatical relations existing among the parts of a sentence. Without a knowledge of its process we are apt to deal with a sentence in an irregular scattering manner not conducive to correctness or completeness.

2. Pupils should form many original sentences, but the work should not be "scrappy." It should soon merge into work in which several sentences are connected or related in thought, thus forming a paragraph.

3. Adjectives and nouns are the parts of speech that usually express attributes, as "chalk is *white*," "John is a *farmer*."

4. Nouns and pronouns express objects.

5. Relative pronouns, conjunctive adverbs, prepositions and conjunctions.

6. (a) adverb; (b) expletive; (c) exclamation; (d) noun.

7. The soldier was found *where* he had fallen. "Where" modifies "was found" and "had fallen," and joins the subordinate proposition to the principal proposition. Here the word "where" is equivalent to *at the place at which*; "at the place" modifies "was found;" "at which" modifies "had fallen," and "which" is the connecting relative pronoun.

READING.—1. Figures of speech are variations from the literal or ordinary forms of expression, to make the thought more attractive or striking. "Whene'er a noble deed is wrought," "Our hearts to higher levels rise," etc., are metaphors.

2. Oral expression should have more time than spelling and defining. (The discussion of the thought, or content, should have more time than either.)

3. A knowledge of the evils and how they are developed should be brought forcibly to the minds of the pupils; then there should be given special instruction as to what newspapers should be read and how they should be read. The evils of much light literature should be impressed upon the pupils' minds and the benefits of wholesome literature brought to their attention. The injury that "hasty scanning" brings upon the mind should be clearly pointed out. It begets a habit of mere surface attention that soon weakens the mind below the power of deep concentrated thought.

4. He has a ground work that enables him at once to grapple successfully with other subjects, often without the aid of a teacher. He has

the power of gleaning thought from a printed page; hence, the influence is of that kind that advances or strengthens him.

5. Carefully read the complete selection and be able to state (a) the object the author had in writing it; (b) to describe the character (if any) and the importance of each; (c) the facts that may be learned from the selection; (d) the application, etc. (Other requirements than these may be assigned, according to the nature of the selection) The foregoing illustration of what may be assigned relates to the *content* phase of the work. If a teacher desired to bring out the *form* phase, quite a different assignment should be made. Grammar, spelling, vowel sounds, etc., would be the chief lines to be studied.

6. Monotone is a prevailing sameness of sound; it can not properly be called an infection. It is used in expressing ideas of grandeur and sublimity, and sometimes in expressing deep and intense feeling.

PHYSIOLOGY.—4. The red corpuscles originate in the red marrow of the bones. The white corpuscles originate in the lymphatic glands and in the spleen.

5. The lymphatic system is a distinct connected structure of delicate tubes found throughout the body. Here and there they enter and emerge from small bunches of cell-like structures called lymphatic glands. The tubes converge into two trunks, the thoracic duct and the lymphatic duct, which convey their contents into the circulation.

The lymph seems to act as a medium between the capillaries and the tissues. The nutritious elements pass out of the capillaries, mix with the lymph and then enter the tissue cells. The carbon dioxide passes out of the tissue cells into the lymph, and thence into the absorbent vessels (the venous half of the capillaries and the lymphatic tubes) by which the lymph itself is conveyed into the circulation. (See pages 92 and 93, *Adv. Phys.*)

8. The skin consists of two layers, the epidermis and the cutis vera. The epidermis is the outer scarf-skin, and is itself made up of two layers, a deep, delicate texture and a rough, superficial one. The cutis vera, or true skin, is also composed of two layers, the upper one having its surface thrown into papillary prominences; this layer is also very vascular, containing a rich network of capillary bloodvessels. The under layer is fibrous and contains many connective tissue corpuscles, and elastic fibers curl and twine in all directions. In general the skin combines the functions of protection, sensation and secretion. It protects the organs or flesh beneath it, is the organ of touch, acts slightly as a respiratory organ, regulates the temperature of the body and provides for evaporation.

9. By a motor nerve.

10. Reflex actions are the answering or responsive actions of the nerve centers, after receiving an impression from an organ through a sensory nerve. The nerve centers send back a response along a motor nerve to the organ irritated and motion is the result.

SCIENCE OF EDUCATION.—1. They should not, as such practice tends

to neglect of the thought or meaning contained in the definition, and such a requirement is not in keeping with the way the mind learns or acquires knowledge. The idea should first be developed, then it should be clothed in language.

2. Promptness in life is the keynote to success. It secures positions, meets engagements by which business is transacted, saves lives in many ways, keeps people's tempers unruffled, etc.

3. Its effects are immediate; one cannot wait in such cases for the effect of moral suasion, as months or years would be necessary to bring about a reformation. The experience of all the past has shown that proper corporal punishment administered in the right way is always effectual with certain pupils, and these pupils are not apt to make sport of it as they often do of kindness and persuasion. As is the case with other punishments, it is the certainty of it (not the severity) that makes it effectual.

4. "For Emile the two first points in geography shall be the city where he lives and the country residence of his father; then the intermediate places, next the rivers in the vicinity. * * * Let him make a map of all this for himself." (Emile, Book III. Rousseau.)

In the foregoing quotation we see that Rousseau "defines with wisdom the starting point of all geographical instruction."

ARITHMETIC.—1. (a) A clear statement of the processes to be employed in the solution of problems. (b) It is often better to require pupils to give the thought of the rule in statements of their own. (c) Pupils are too apt to commit the words of a rule without comprehending their meaning.

2. There should always be as many decimal places in the product as there are in both multiplier and multiplicand, because the denominator of the product contains as many ciphers as both the denominators of the factors.

3. It can be cut into 9 boards each 18 inches wide and 16 feet long, or
 $9 \times 24 = 216$ sq. ft. ANS

4. $16\frac{2}{3} + (1\frac{1}{3} \times 2\frac{1}{3}) = 4\frac{2}{3}$. ANS.

5. The common denominator of $\frac{1}{8}$, $\frac{1}{6}$ and $\frac{1}{4}$ is 24. Then for every 24 acres D owns, C must own 18, B 12, and A 10 acres. Hence,

$$\frac{1}{8} \text{ of } 640 = 240 \text{ acres} = D.$$

$$\frac{1}{6} \text{ of } 640 = 180 \text{ acres} = C.$$

$$\frac{1}{4} \text{ of } 640 = 120 \text{ acres} = B.$$

$$\frac{1}{12} \text{ of } 640 = 100 \text{ acres} = A.$$

6. Let 100% = cost of house; then

$$120\% = \text{value at the end of 1st year.}$$

$$140\% = \text{selling price.}$$

$$\$18472 + 1.40 = \$13194.28\frac{1}{2} = \text{cost.}$$

7. The decimal corresponding to the proceeds of \$1.00 for 33 days at 5% is $9954\frac{1}{2}$.

$$\$1200 + .9954\frac{1}{2} = \$1205.53. \text{ ANS.}$$

8. $14\frac{1}{2} \times 4 \times 10\frac{1}{4} = 594.5$ sq. ft. in walls.

$$14\frac{1}{2} \times 14\frac{1}{2} = 210.25 \text{ sq. ft. in ceiling.}$$

$$(804.75 + 9) \times .15 = \$13.41\frac{1}{4}. \text{ ANS.}$$

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools
Direct all matter for this department to him.]

QUERIES.

464. A farmer allows one acre of pasture for every 5 sheep and one acre of plowed land for every 8 sheep. How many sheep can be kept on 325 acres?
SPENCER BAIR.

465. What quantities of gold and silver, whose specific gravities are $19\frac{1}{2}$ and $10\frac{1}{2}$ will make a compound whose specific gravity is 16.84? (Ray's Higher Arith.)
ALBERT WHEELER.

466. If Cleveland and Stevenson had both died after their election and before inauguration, who would have been president and vice-president after March 4, 1893?
J. W. GUINEY.

467. The amount of $\frac{1}{4}$ of A's and $\frac{1}{3}$ of B's money for 4 years at 5% is \$8400. How much has each if $\frac{1}{2}$ A's equals $\frac{1}{3}$ of B's? (Ind Comp. Arith.)
WM. C. SMITH.

468. "For him to steal is sinful." Parse *for* and *him*.
ID.

ANSWERS.

447. The feet of the poles form a triangle, the radius of whose circumscribing circle is $\sqrt[3]{15}$. Hence,

$$\sqrt[3]{50^4} - \sqrt[3]{1280} = 45.534. \text{ ANS.} \quad \text{M. ROBINSON.}$$

450. No answer.

451. Gen. Samuel Houston was the governor of Texas when that State seceded from the Union in 1861. He resigned his office rather than take the oath of allegiance to the confederacy.
F. M. HILLMAN.

452. $12\frac{1}{2}\% = \frac{1}{8}$.

$$\therefore \frac{1}{8} \text{ of cost} = \$3500.$$

$$\frac{1}{8} " = \$500.$$

$$\frac{1}{8} " = \$4500. \text{ ANS.}$$

GEO. F. LEWIS.

453. No answer.

454. No answer.

455. At \$3.00 per rod it would cost \$10 for every rod the field is in length. In order that it may cost \$1.00 per square rod the field must be so wide that a strip one rod long would make 10 square rods, which would be 10 rods wide. Hence, the width must be 10 rods and the length 15 rods.
W. N. VANSOYOC.

456. Please read this problem, "If 24 men can build," etc., and solve for next month.
ED.

457. It gets into circulation by the United States paying its obligations in the way of pensions, salaries, etc.
JAS. F. HOOD.

CREDITS.

C. W. Shleppy, 452-5; N. D. Hamilton, 435; M. Robinson, 447-52-5-8-9-60-2-3-444; Jas. F. Hood, 452-5-6-7; J. P. S., 435-7-41-4-5; Ida E. Stallings, 456; F. M. Williams, 451; Walter N. Vansoyoc, 452-5; Geo. F. Lewis, 452-5-6-7.

MISCELLANY.

NORTHERN INDIANA TEACHERS' ASSOCIATION.

LAFAYETTE, IND., March 30, 1893.

The Northern Indiana Teachers' Association met in the Second Presbyterian Church at 7:30 p. m. Many of the teachers had spent the day in visiting the schools and had found the work of the highest order. Everything bespoke freedom and yet the perfect self-control of the pupils was remarkable.

The Association was called to order by W. H. Sims, the retiring President and the session was opened with an invocation by Rev. Mr. Sheppard, of the city. The meeting was then given some fine music by a quartette of ladies, whose singing was, like everything else in La Fayette, of the best.

The retiring President then introduced J. H. Smart, President of Purdue University, who gave the address of welcome. He said that when he promised to welcome the teachers he expected to see about fifty or so in number, and so was surprised at the growth of the Association. His remarks were in part retrospective, briefly reviewing the development of the Indiana School System, which, as the speaker forcibly remarked, has been adopted by the National Association as the ideal system. After saying that the schools of Indiana had progressed faster than those of any other State in the Union, he spoke of the early educational heroes in this State, Superintendents Hoss, Hopkins, Shortridge, and Presidents Jones and George Brown, of the Indiana State Normal School. At the conclusion of his interesting remarks, Prof. Smart invited the Association to visit Purdue on the following day.

Supt. Weaver, of Marion, then made a brief response to the address of welcome, in which he referred to Dr. Smart's work and said he was glad that the word *teacher* was so gladly borne by most of us. Supt. Weaver's response was in his usual earnest, happy style. At the close of his remarks, Mr. Sims, according to the time honored custom of retiring executives, made an address which was noted for both brevity and wit.

President-elect Ayers was then introduced and began his inaugural, taking for his subject, "The Functions of the Public Schools." He said: "This is an era of clubs and organizations and the culminating point will be reached in the World's Congress next summer in Chicago." He then spoke of the purpose of this meeting as being an inspiration to teachers in their work. In discussing the function of the schools he spoke of the generally received idea, that of preparing for citizenship. He showed very clearly that citizenship may be acquired through naturalization but the citizen is more than the voter. Education for citizenship is more than training. The citizen should be industrious, loyal, in harmony with his surroundings—one who is fitted for life.

The school must conform to the life of the present, must be progressive. In former times life was simpler and so the requirements of the school were simpler. Conditions in the industrial world are changed and education must recognize this. Massing of population, the foreign element, requires an educated judgment to deal with the conditions. In tracing the educational growth, Supt. Ayers spoke of the learned clergy of New England, the academies, then the industrial phase, next the deeper, richer, truer, broader,—the *social* idea. The general good is the aim of education and it must fit for life, but the artistic side must not be entirely left out. He gave a quotation from Charles Dudley Warner, showing that it is a false idea that an education is wasted unless expended on a professional career. In conclusion, Mr. Ayers emphasized the fact that the school is what the teacher makes it. The teacher must understand mind growth, needs the fullest development. As the ideal of humanity is an end in itself, and education the means by which the end is to be realized, then our work is a noble work demanding careful preparation.

The teachers were invited to visit the Y. M. C. A. headquarters and the Lincoln Club Rooms. Music.

Friday morning, the Association was led in prayer by Mr. Weaver. The first paper was read by Miss Langley, of Elkhart. Subject, "The Best Superintendent from a Teacher's Point of View" [This paper will be printed in the JOURNAL.] This paper was discussed by Mr. Bedwood, of the Marion high school, who said that he should be pleased to say anything that would increase the harmonious relations between Superintendent and teacher, but he had no grievances, no complaints to lodge as he was at peace with his Superintendent. He spoke of the individuality of the superintendent, his needed knowledge of methods; also that he should be an example and an incentive to pupils and teachers; that he should have broad scholarship. The superintendent must be frank; must have sympathy and must encourage the teachers.

Miss Emma Butler, of the Rochester high school, followed. She emphasized the point in regard to trained teachers and that the superintendent needs to be a trained teacher and so able to help his teachers. It seems ridiculous to put some young man fresh from college in the superintendent's chair and expect good supervision from him. How can the blind lead the blind? If book learning were all that a good superintendent needs, then the college youth might do."

J. A. Zeller, of La Fayette, said that the great work of the superintendent is to co-ordinate the various elements in the school.

Mr. Voris said the superintendent should not destroy the individuality of the teacher.

Supt. W. C. Belman, of Hammond, read a paper on "The Best Teacher from a Superintendent's Point of View." [This paper will be printed in full.]

After the appointment of committees, the place for holding the next

meeting caused a vast display of forensic eloquence, and, after a spirited contest, Frankfort was chosen as the place.

Early in the afternoon the Association visited Purdue. It was an enjoyable occasion to all. Returning at 3 o'clock, the sections organized. [See their reports.]

Friday evening from 7:30 to 8 o'clock the Association was entertained by the La Fayette high school chorus. It should be mentioned that the pupils of the grades also gave some excellent music. Prof. Bergen deserves great praise for the care and excellence attained by the pupils of the La Fayette schools.

The annual lecture was given by Dr. Burroughs, president of Wabash College, who gave a keen, practical, yet scholarly presentation of "The Mutual Helpfulness of the School and the College." He said the schools must not be dogmatic, and that they should be *schools* only and not *special* schools. He showed very clearly that the relation of schools and colleges is a natural, necessary relation, and that one should not encroach on the province of the other. The higher schools are the rounds reaching to the colleges, and they to the universities. He showed that the schools and colleges must think and act together; must be mutually helpful. The first requirement is the teacher; second means, discipline; third, course of study. The personal factor is the teacher. A fraternity, said the speaker, exists among all true teachers.

Pres. Burroughs spoke in feeling terms of the work of Prof. Mills, of Wabash College, and of the survival of his influence, and of his going from the college to a State superintendency, yet his influence not changing, thus showing how the influence of the true teacher goes on in ever widening circles. He spoke of the need of a new education, but that we must not allow untried things to wreck our system. He spoke of the danger of carrying the plan of specializing too far. In looking at the colleges we are perplexed, for we find some calling themselves universities, and others but little better than secondary or high schools. But we are not to copy from other lands in this respect, for we can not make the same classification of schools, because the conditions are different. We are in a *transitional period* and we must live out our national evolution.

The American college is losing many a pupil because the specialist is crowding the teacher out. The schools need teachers who see the related forms of knowledge, therefore the college teachers should visit the schools, and the high school teachers should visit the college class rooms. More fraternity, more helpfulness in the personal element. One expression of this helpfulness would be seen in the discipline.

Control comes through an educated personality. Self-control is the crying need of the American people to-day, therefore the will must be trained if we would obtain this self-control. Here comes in the function of the American college in the training of the will through study. Lack of training and of preparation is the cause of so many failures,

arrested development, not sufficient preparation to undergo the fierce contest of life. He also said that it was wrong to draw comparisons between State and denominational institutions and colleges, and that he would not tolerate such remarks. Each has its own place and the whole problem is one of adjustment.

The Dr. spoke of each individual's finding his proper place in life, so there must be different lines of study. The college cannot stand for science alone; cannot stand for the classics alone, but for all. The school must, nevertheless, find the peculiar aptitude of the pupil, and the letters of a degree should stand for definite work. The schools must train for success in living.

After music the meeting adjourned and attended a very enjoyable reception at Purdue University.

Saturday Morning.—The session opened with music and prayer. J. H. Gardner, superintendent of Cass County, read a paper on "The Value of University Extension to the Teacher." The greatest argument in favor of university extension is the fact that the high school has been diverted from its proper channels. It brings leaders of education into contact with the people. It is not for the poor alone. Teachers so far have taken the lead in it and it takes them out of the narrow boundary of the school room. The discussion of the paper was ably led by Supt. Scull, of Rochester.

Supt. Banta, of Valparaiso, read a paper on "The Educational Value of the World's Fair," giving many valuable descriptions, hints and suggestions.

Business was then resumed. A Committee on Revision of the Constitution was appointed, consisting of J. F. Scull, Rochester; J. J. Allison, Crown Point; J. A. Zeller, La Fayette; W. R. Snyder, Muncie; G. M. Nabor, Columbia City.

The Committee on Officers reported as follows: For president, Supt. B. F. Moore, Frankfort; 1st vice-president, G. M. Nabor, Columbia City; 2nd vice-president, May Foltz, Bluffton; secretary, Emma L. Butler, Rochester; treasurer, A. E. Remy, Tipton; recording secretary, Jno. W. Lydy, Frankfort

Executive Committee: Chairman, Calvin S. Moon, South Bend; T. F. Fitzgibbon, Elwood; H. H. Loring, Valparaiso; W. H. Masters, Muncie; Mrs. Blackburn, La Fayette.

The Committee on Resolutions reported resolutions returning thanks to all who had contributed to the success of the meeting, and also the following:

Resolved, By the superintendents and teachers of Northern Indiana Teachers' Association, that we request the State Board to bridge the now-existing gap between the first language book now used and the adopted State grammar by the introduction of some suitable book satisfying the demands of good English work.

Resolved, That this Association endorse and support Dr. Hailmann in his untiring efforts to place Indiana's educational exhibit at the Columbian Exposition on as high, if not higher, plane than the exhibit of any other State.

Mr. Brown, of Kokomo, reported from the music section, asking the co-operation of all teachers in establishing music as a part of every course of study, and recommending that this section be encouraged and strengthened by the attendance of the special teachers.

W. R. Burris moved that a salary be paid the secretary and that the amount be left to the Executive Committee. Carried.

On motion of Mr. Burris, the Committee on Revision of Constitution was directed to consider the appointment of a permanent secretary.

The meeting was the largest on record and one of the best. The Association closed with singing Old Hundred.

EDWARD AYERS, President.

EMOCENE MOWRER, Secretary.

GRADED SCHOOL SECTION.

Convened at 3 p. m., Friday. Called to order by W. P. Burris, of Bluffton. Jacob Martin, of Plymouth, was elected chairman. The first exercise was a paper by Supt. W. H. Elson, of La Porte, on "Definite Lines of Supplementary Reading in the Grades."

This was a very helpful paper and comes from one who knows whereof he speaks. The paper assumes that supplementary reading *supplements*, and that in determining definite lines for such reading the course of study forms the basis. It is further held that the organizing or unifying principle must find its rational basis in the *view of the school* as taken by the makers of the course of study. The paper discussed the moral aim of the school and finds that it is possible to make it in *practice* as it is in *theory* the guiding principle in the course of study. Having found this possible, the paper seeks to show how a course of study may be worked out, recognizing the principle and at the same time showing how such a course of study must of necessity correlate the entire efforts of the school. For this general end, subjects are classified as historical and as scientific. The paper then works out in detail a course of study based upon this organizing idea. Then follows the *nature* and *kind* of historical and scientific supplementary reading matter.

Prof. Stanley Coulter read a paper on "Graded Instruction in Natural Science Studies below the High School." As no notes were furnished in connection with this paper by secretary of the section, the secretary is unable to give any points it gave, as she was not present at the reading. The discussion was led by Supt. T. F. Fitzgibbon, of Elwood, and Supt. Stratford, of Peru. General discussion by the section. Adjourned.

JACOB MARTIN, President.

LAURA SUTHERLAND, Secretary.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The sixteenth annual meeting of the Southern Indiana Teachers' Association convened at New Albany, March 29. After music by the Treble Clef Club and prayer by Rev. E. R. Vest, an address of welcome

was made by Maj. James V. Kelso, who tendered the warmest hospitality of the city.

President-elect W. F. Hoffmann was introduced by the outgoing president, Miss Anna E. Suter. The association had the pleasure of listening to one of the best inaugurations in its history. The subject of the address was the "Formative Influence of the Public Schools." Among the things cited were the proper development of literature, the true spirit of the *real* teacher, the effect of morality without religious creed, and patriotism. Much emphasis was laid on the hue and cry made by those who say that the public schools are godless. He showed that there is a morality independent of any religious creed for violation of which there is no escape. He deplored the fact that a compromise between all churches and the public schools could not be consummated. He extolled Archbishop Ireland for his earnest efforts in effecting a compromise. The manner of compromise that holds in Poughkeepsie, was suggested. No other solution at present was possible; that of dividing the public money between the church schools and the public schools was entirely out of the question on constitutional grounds.

Thursday 9 a. m.—Committees were appointed as follows: On nomination of officers: R. W. Wood, H. P. Leavenworth, Miss Emma Buchanan, Miss Libbie Englebaugh, C. M. McDaniel, W. F. Axtell and J. M. Boyd. On resolutions: A. E. Humke, W. A. Bell and E. E. Olcott.

T. J. Charlton, Supt. Reform School, read a most excellent paper on "Compulsory Education." This paper will appear in full. It elicited an interesting discussion opened by John Donaldson, Terre Haute, followed by P. R. Wadsworth, Supt. of Daviess Co. In the general discussion, A. E. Humke, W. A. Bell, D. M. Geeting, Senator D. H. Ellison and Horace Ellis participated.

Thursday p. m.—The following resolution offered by W. C. Snyder, was unanimously adopted:

To the Indiana State Board of Education:

WHEREAS, The last General Assembly made provisions for the revision of our State Series of Text-books, if in the judgment of your Board, such was deemed expedient. Therefore be it

Resolved, That it is the sense of this body, the Southern Indiana Teachers' Association, that a revision of the series of grammars is especially necessary, and that we recommend in such revision that emphasis be given the language phase of this study rather than the phase of technical grammar without increasing the number of books.

"Nature and Scope of Teachers' County and State Examination," was given by Charles E. Clark, Supt. Boonville. The paper was divided into four heads, briefly stated, as follows:

1. The usual written examinations serve fairly well to determine a teacher's scholarship and professional knowledge, but the value of his services can be determined only by a critical examination of the results of his work and the methods by which those results are produced. Since the value of a teacher's services depends upon success, this alone should determine the grade of license to which he is entitled.

2. The scholarship of a teacher who holds a second or third grade

license is as definitely ascertained by two or three examinations, as that of one holding a first grade license is. Since teachers holding these grades of license are not required to improve in their scholarship, and since they continue to be employed and to do acceptable work, they also should be entitled to exemption certificates.

3. Instead of requiring teachers to be repeatedly examined upon the same subjects, they should be required to pursue a course of professional reading, and from time to time, should be examined upon it.

4. Since the present mode of conducting examinations secures uniformity, a license of highest grade should be "legal tender" in all counties of the State. The subject was continued by P. P. Stultz, Supt. Jeffersonville and C. W. Snyder, Supt. Washington co.

An interesting feature of this session was the music furnished by pupils of the New Albany Colored High School.

R. A. Ogg, Supt. Greencastle, gave a much appreciated talk on "The Tendency of Educational Developments." Even in education there is a tendency to crazes. We have had the 100% method craze, the craze for spelling without a spelling book, etc. We must get below these surface currents to find the real tendencies. Perhaps "rational freedom," is a phrase best expressing the general tendency. Preconceived ideas, rigid forms and strict system must all go down before the purpose to free the child from all unnecessary restrictions upon his normal mental activity. Science teaching will not hold the prominence its advocates claimed. Fewer sciences, better taught is the real demand. Nor will manual training in the sense of the workshop have a general place in the public schools. The expense is too great and the disciplinary value too small. There is a strong tendency to the scientific investigation of all subjects of earth and man. This is seen in the growth of experimental stations, agricultural schools, polytechnic schools, chairs of pedagogy in colleges, etc. The general tendency is seen in the liberal ideas associated with elective courses, University extensions, reading circles, increase of libraries and development of high schools. W. F. Axtell, Washington High School and Prof. May, New Albany, followed on the same subject.

Thursday, 8 p. m.—The address for the evening session was given by Herman Rave, Jeffersonville, on "Indiana Poets"

Friday a. m.—Miss Anna Suter, high school, Aurora, in a pleasing manner read a paper, "The Function of Literature in the Public Schools." She showed how it had been demonstrated that the development of a correct literary taste might be commenced and carried forward with profit, in the lower grades, and that, too, without entailing any radical change, or imposing any added burden, because the work will consist in following the Biblical injunction of giving the child bread instead of a stone; in substituting for the empty and commonplace contents of the readers, now in use in our State, the "healthy, bracing reading matter which the judgment of time has declared classic." Properly carried through the grades, it will bring the pupils

to the high school, with not only a wide knowledge, but with higher ideals and noble aspirations and the courage and determination to make the most and best of life. Of all educational forces in our land, there is probably no other so far reaching, so mighty in its influence as literature. The subject was continued by H. J. Graf, editor of *Cosmopolitan*, Evansville, and C. W. Thomas, Supt. Harrison Co. Under general discussion, Mrs. Tucker, Minnesota, responded.

An invitation to take an excursion over the Ohio Falls and through the locks, was extended the association by officers of Owensborough Packet.

Two most excellent talks were given by Miss Elizabeth VanAnda, Supt. Free Kindergartens, New Albany, and Miss Evelyn R. Board, Rose Hill School, Jeffersonville, on the subject "The Kindergarten and its Relation to the Public Schools." Much enthusiasm was manifested in the discussion which followed. The participants being R. A. Ogg, F. L. Priest, Horace Ellis, P. P. Stultz, J. P. Funk and F. S. Delaney, Principal Colored School, Madison.

Rockport was selected as the place for holding the next meeting.

The Committee on officers made the following report:

President, W. B. Owens, Edinburg; 1st vice-president, A. E. Humke, Vincennes; 2nd vice-president, Miss Clara Mitchell, Mitchell; secretary, Miss Edith Blunt, Mt. Vernon; treasurer, E. E. Olcott, Utica.

Executive Committee: Supt. J. H. Tomlin, Chairman; Charles E. Clarke, Boonville; Charles F. Patterson, Franklin; Miss Hettie Stoy, New Albany; Prof. R. J. Aley, Bloomington.

Resolutions were adopted thanking the citizens of New Albany and all who had contributed to the pleasure and success of the meeting and also the following which are of more than local interest.

1. That the annual meeting should not be held the last week in March, the time fixed for the session of the Northern Indiana Teachers' Association.

2. That the greatest good to the greatest number would be secured by beginning the sessions on Thursday evening instead of Wednesday.

3. That we heartily indorse the record and efforts of Senator D. H. Ellison, as a member of the General Assembly, in behalf of the cause of education.

4. That the teachers ought to be a unit in working for the enactment of a law to control the education of the children of the State.

5. That we heartily indorse the law providing for the appointment of boards of children's guardians.

6. That we earnestly favor the enactment of a law requiring an educational qualification for city and county superintendents, tested by a thorough academical and professional examination.

7. That it is the sense of this association that the highest grade of license to teach in the common schools ought to be good and valid in all the counties of the State.

W. F. HOFFMANN, President.

OMIE FEAGANS, Secretary pro. tem.

THE WORLD'S FAIR.

To the Teachers of Indiana:

Supplementary to the report made through the March number of THE JOURNAL, the executive committee submits the following:

1. It is suggested that teachers visit Chicago and the World's Fair in July, that they may take advantage of the World's Educational

Congress and the National Educational Association, which will be in session the last two weeks of the month. Every teacher who attends the Columbian Exposition ought to become a member of the N. E. A. The membership will entitle you to a copy of the proceedings, which alone is worth more than the fee of two dollars. Write to A. G. Lane, president, or J. M. Greenwood, treasurer of the N. E. A., Room 72, City Hall, Chicago, for particulars.

2. The rate at "Hotel Grace" will be \$1 per day, if two or more occupy the same room. This, of course, does *not* include meals. A notice of two weeks will be required to secure accommodations.

3. Do not fail to register at the Indiana Building.

4. For the benefit of those who desire "to kill two birds with one stone," attention is directed to the Cook County Summer Normal School at Englewood and the special schools in Chicago.

VINCENNES, IND.

A. E. HUMKE, Chairman Ex. Com.

HAMMOND is to have a new \$50,000 school Building. Boom.

MESSRS. MORGANTHALER & BABBITT will conduct a Summer Normal at Huntingburg, beginning May 29.

COUNTY SUPERINTENDENT W. T. VARNER announces a Summer Normal at Rockport, to begin June 5 and last six weeks.

J. H. BOBBITT and Charles F. Stegmaier are conducting a Normal at Westport. It opened April 10 for eight weeks.

SILVER, BURDETT & Co., book publishers of Boston, have outgrown their old quarters, and have moved to 110-112 Boylston street.

A SUMMER NORMAL will be held at Warsaw, beginning June 19, under the direction of A. J. Whiteleather, of Etna Green, and Mrs. Emogene Mowrer, of Warsaw.

HUNTINGTON.—The high school held its fourteenth oratorical contest April 21. There were eight contestants. R. I. Hamilton is superintendent and E. E. Kirtland is principal.

THE printed reports that reach us from the New Mexico Agricultural College at Las Cruces indicate the prosperity of the institution. It will be remembered that an Indiana man, Hiram Hadley, is president.

ELWOOD.—At a recent meeting of the City Council \$15,000 of school bonds were issued with which to erect a school building. This will make three school buildings of like size, and twenty-six teachers will be employed during the coming year. T. F. Fitzgibbon is superintendent.

DUBOIS COUNTY teachers are doing excellent reading circle work. Last September *one hundred and seven* teachers took the examination and made an average record of 92 per cent. Dubois is in the lead in this work, and the Y. P. R. C. is not far behind. G. R. Wilson is the superintendent.

A RECENT issue of the Washington Gazette contains a portrait and biographical sketch of W. F. Hoffmann, superintendent of the Washington schools. Mr. Hoffmann is a graduate of the Valparaiso Normal School, and has made a marked success in his present position, which he has held for a number of years.

UNION CITY recently dedicated a new school library. A generous citizen, W. D. Stone, gave 460 volumes, which raises the number to about 1,000 volumes. The school board spent several hundred dollars in fitting up a nice room, and the library is in condition to do much good. Miss Emogene E. Shadday, of the high school, is librarian, and Jas. R. Hart is superintendent of schools.

THE Tri-State Normal at Angola has acquired a reputation for doing thorough work. It performs all it advertises to do. L. M. Sniff has

been at the head of the school for eight years, and has made a good record. The school is steadily increasing in numbers and in efficiency. The spring term will open May 23. An advertisement on another page will give further information in regard to the school.

RUSH COUNTY.—Some months ago the County Commissioners removed from office County Superintendent R. F. Conover on account of alleged misconduct, and the township trustee appointed J. O. Harrison to fill the vacancy. Mr. Conover contested the legality of his removal, claiming that the commissioners had no right to do it at a *special session*, and appealed to the Circuit Court, which sustained him. An appeal has been taken to the Supreme Court. In the meantime Mr. Harrison holds the office, and the Supreme Court can not be heard from before the expiration of Mr. Conover's term of office.

PERSONAL.

GEO. P. WEEDMAN is serving his third year as superintendent of Cannelton.

WILLARD N. MEYERS is principal of the school at Walnut Hills, Jeffersonville.

J. M. PARISH is to be the first principal of a new \$6,000 school building to be erected at Flat Rock this summer.

GEO. E. LONG has been elected superintendent of the Colfax schools for a fifth year. No predecessor ever served so long.

LEWIS H. JONES was recently unanimously re-elected superintendent of the Indianapolis schools—a compliment richly deserved.

S. R. WINCHELL, 262 Wabash avenue, Chicago, is running a "teachers' agency" on a new basis. He charges no fee for registration.

DANIEL FULCOMER, formerly principal of the Normal at Evansville, is now president of the Western Michigan College at Grand Rapids, Mich.

W. W. EWING, formerly of Crawfordsville, is teaching at Hoopa Valley, California. He is pleased with his location and reports his school as growing in both numbers and interest.

MISS MARY COSGROVE, of the Warsaw schools, recently had her school observe a Longfellow day. It was not a memorial day, but the program was good and must have been helpful to the pupils.

W. H. HERSHMAN has declined re-election as superintendent at Delphi to accept the superintendency at Attica at a better salary. Mr. Hershman has done an excellent work at Delphi. Attica has made a good selection.

J. A. HINDMAN has resigned the superintendency of Blackford county to become prosecuting attorney for the 28th judicial district. Mr. Hindman has been reading law for some years, and gets a good place to start with. He was Governor Mathews' first appointment. There is no doubt about his success. THE JOURNAL congratulates him. M. H. McGeath has been appointed Mr. Hindman's successor.

JOSEPH SWAIN has been selected as president of Indiana University, in place of J. M. Coulter, resigned. Prof. Swain is a native of Indiana and a graduate of Indiana University. He was born at Pendleton, this State, and he remained at that place until he went to Bloomington to enter the university. He took a thorough course in the institution, and graduated in the class of 1883, at that time being regarded as one of the strongest men that ever took a diploma from the institution. His special field of work was mathematics, and as a student of Dr. Kirkwood he was regarded by that venerable professor as having few equals. In 1885-6 he went to Edinburgh, where he took a special course

for one year, and upon his return he was given the chair of applied mathematics, which position he filled most acceptably until 1891, when Dr. Jordan, then elected president of Leland Stanford University, offered Prof. Swain a tempting salary and took him to that institution, where he has since been located. Prof. Swain is a genial gentleman, and all who know him like him. He was the choice of the alumni of the university, and his election is largely due to their efforts. THE JOURNAL extends to him a cordial welcome, and wishes him unbounded success in directing the interests of his alma mater.

BUSINESS NOTICES.

LA PORTE TRAINING SCHOOL FOR KINDERGARTNERS.—For circulars or information, address Mrs. Eudora L. Hailmann, La Porte, Ind.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

TEACHERS desiring to spend their vacation profitably, or to engage permanently in a paying business, should read the following testimonial, and write at once to B. A. Bullock, manager, 36 N. Delaware St., Indianapolis, Ind.:

INDIANAPOLIS, INDIANA, October 16, 1890.

B. A. BULLOCK, Indianapolis, Ind.

Dear Sir:—As an agent for your Association, I have found the work of soliciting members congenial, owing to the fact that I have come in contact with the best business and professional men of the country. Having been a teacher in and principal of schools in Indiana for several years before taking up your work on commission, I am led by comparison of wages and earnings to state that I have made more in one day as an agent, than ever in a week teaching, and much more in a week than ever in a month teaching. My first day's work as an agent made me \$7.50. My average commissions have been quite satisfactory.

Yours very truly, B. F. WATSON.

78 Bradshaw Street.

IT is not often we refer to our advertisements, and now call special notice to the one of Bay View. This is where Dr. Coulter goes, to the head of the summer university, and where large numbers of Indiana teachers have been going. The progressive teacher and the teacher after the most satisfying vacation will find Bay View, on the cool shore of Lake Michigan, with its charming environment and the advantages of the great summer university and assembly, a delightful place to spend the summer. Most of our readers will visit the World's Fair, but the fatigue and expense will be too great to think of spending more than a few days there. From there to Bay View is a short, restful ride by lake steamers or quick trains. Whether you go to the Fair or not send to J. W. Hall, Flint, Mich., for the University Review. It is beautifully illustrated, and full of Bay View information and will interest you. 5-1t

A SUGGESTION.—AMONG the superintendents, principals, and teachers who will read this suggestion are many who see no chance for advancement in their present calling. Many of these are among the brightest and most capable persons in their several communities. Because they

do not know where to turn for a larger income, they continue in a helpless way on very low salaries. In another circle where they could use and improve their talents, they could command two or three times their present income. Confined to their every-day routine they have no chance to mingle with the outside world, and the opportunities that come to others never come to them. Any such person who is willing to lay aside all prejudices, may become prosperous in the same way that thousands of others have succeeded, if they will write for "An Opportunity" to

T. M. WILLIAMS, 67 FIFTH AVE., N. Y.

For Constipation

Dyspepsia, headache, nausea, and all the common disorders of the Stomach, Liver, and Bowels, the best and most popular physic is Ayer's Pills. Their sugar-coating, which rapidly dissolves in the stomach, preserves their strength, and makes them easy to take. They are purely vegetable, contain neither calomel nor any other harmful ingredient.

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Recommended by the
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to take.**

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Hahnemann Medical College and Hospital of Chicago.

The thirty-fourth annual course of lectures in this institution will commence September 14, 1893. New college building, elevators, restaurant, reading rooms and laboratories. Everything modern. Experienced teachers. Low fees. Equality in sex. Send for Lecture Card. Announcement and sample of The Clinique. Address, E. Z. BAILEY, M. D 3034 Michigan Ave., Chicago. 11-9t.

EDUCATION IN INDIANA

THE HISTORY OF EDUCATION IN INDIANA, recently published, may be had through the Bowen-Merrill Co., Indianapolis, or of C. L. Boone, Bloomington, Ind. Price, post-paid, \$1.50. tf

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Its aim is, by PERSONAL RECOMMENDATION, to supply vacancies with teachers. I can not be of much service to any teacher whom I do not know well enough personally or by reputation to recommend on my own responsibility. I want to become acquainted with competent teachers in all grades—from the kindergarten to the university. Such teachers are always in demand. Superintendents and employers of teachers may always depend on satisfactory service, and correspondence is solicited when vacancies are to be filled. Teachers may obtain Enrollment Blank by sending a two-cent postage stamp. No fee for registration.

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A NEW BOOK.

"INDIANA AND THE NATION."

This brief Civil Government of Indiana, based upon the State Constitution, the Statutes, and other official documents, is the work of Prof. Cyrus W. Hodgin, of Earlham College, which fact guarantees that the book will be thorough, accurate and interesting. The book will contain about 150 pages, will be ready about May 15th and will embrace.

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3. The Constitution of the United States, with Brief Analysis.
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Catalogue and blank free to any Address.

C. J. ALBERT, Manager, 311 Wabash Ave., Chicago.

5-tf.

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(Teachers' Headquarters at the World's Fair.)

NEAR ENTRANCE.—500 feet from the best entrance, Woodlawn Avenue.

CONVENIENT TO CITY.—2 blocks from the elevated station, 5c fare.

THE BEST GUESTS—500 of the leading Superintendents, High School Principals, and teachers have already engaged rooms here.

THE CHEAPEST BY HALF.—Other first-class brick hotels, in this, the best part of the city, are charging double our prices. Our prices are from 75c to 90c per day.

MANAGEMENT WELL KNOWN.—The manager, Orville Brewer, is well known to all teachers.

NO DANGER FROM FIRE. A frame hotel in suburb near Chicago, put up for the World's Fair, recently took fire and burned down in 20 minutes. All frame hotels are in like danger. Columbian Hall is brick.

THE ONLY HOTEL FOR TEACHERS within walking distance, and so not at the mercy of railroads and street cars, already over-crowded and constantly subject to strikes, blockades and delays.

Write now for rooms.

Address:

Teachers' Columbian Hall Association,

70 Dearborn St., Chicago.

INDIANA SCHOOL JOURNAL

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THE LAW AND THE SCHOOLMASTER.

BY WM. C SPRAGUE, ESQ.

The teachers among my readers will put me down at once as ignorant of at least one-half of my subject. But if any such will confess to a like ignorance as to the other half, I shall feel that we can proceed on good terms, following the example of certain learned judges when the address to the Queen at the opening of the royal courts was under consideration. One very eminent judge of appeals objected to the phrase in the address, "Conscious as we are of our own shortcomings"— "I am not conscious of my own shortcomings," he said, "and if I were I should not be so foolish as to say so;" whereupon a learned lord justice blandly observed, "Suppose we say, Conscious as we are of each other's shortcomings."

What I know about teaching would probably form about as interesting and instructive a disquisition as Greeley's "What I know About Farming," for I have never been a teacher, in the sense in which I use the term, though I have run up against several in my day,

and have always come away with a wholesome respect for them, so that for my part I am prepared to say:

"Of all professions that this world has known,
From crowns and cobblers upwards to the throne;
From the grave architect of Greece and Rome
Down to the farmer of a farthing broom—
The worst for care and undeserved abuse,
The first in real dignity and use
(If skilled to teach and diligent to rule),
Is the learned master of a little school."

Whether or not the teacher is any wiser or better for our meeting, modesty forbids my inquiring.

I realize fully the opportunity I here have for evening old scores with my early teachers, and I had at first thought of saying some things more or less cruel; but, on reflection, I have concluded, that after all mercy so sweetened justice in all of the performances in the line of school tragedy, in which I was a stock actor, that any bitter feelings I might have had are swallowed up in the happy memory of those days when I played jackstones with the girls at recess on the back porch of a certain house in my native town, which stands next door to a little frame building on whose ground floor old "father Love" cobbled our fathers' and grandfathers' soles, and on whose second floor a good woman, whose memory is sacred to scores of men and women now living, held her little school. How sweet was her punishment, when, as once, I was compelled to sit under her desk, and there to spend my time fishing from a crack in the drawer over my head candy hearts, on which were printed "For a good boy," "For a sweet child," which said hearts were intended to be distributed to characters of that sort on the following Friday, of which characters I very well knew myself not to be one. And so for obvious reasons I shall refer as tenderly as possible to the days of my school life, and, firmly intrenched behind the books of

the law and the judges, content myself in the endeavor to teach teachers what, perchance, they already know as to their rights and obligations, for it is not for a moment to be thought that there is a teacher so poorly qualified for the performance of his duties as not to know at least the general rules of law that should govern his action.

The scope of this discussion shall not extend to criticisms or suggestions as to methods of teaching, or to statements of what I should do under this and that set of circumstances. No one, not even the law itself, with its far-reaching power, can fix in each case exactly the line of the teacher's duty or his liability.

The law contents itself with laying down general principles, and applying these to each set of circumstances presented for its consideration. The law prescribes no method of punishment, nor does it set fixed bounds to punishment, so that the teacher and pupil may know just when to begin or when to end.

You ask me, Can I whip a boy for making faces at me when my back is turned? I cannot answer that question. No one but yourself can do so. You know the circumstances, the cause, the motive, the effect on the discipline of the school. You alone can answer it. Under certain circumstances the law would give its approval, and under certain other circumstances withhold it.

The law will content itself with saying, if, looking at the circumstances as they existed, the punishment is *reasonable*, it is *lawful*. If *not* reasonable, it is *not* lawful; and it will wait, before passing its opinion, for the hundred and one facts that go to make up the surrounding conditions before it answers the question.

So that you must not expect me to say under what particular circumstances you may legally whip or expel. But I will attempt to lay down general rules, allowing

you to answer your own questions as to what to do under a given set of circumstances.

I shall first consider the relation of teacher and pupil, and, in considering this, shall best arrive at a conclusion as to the rights and duties of the teacher.

The law gives to parents the custody, control and services of their minor children. As to power of correction, very ancient laws gave the father power of life and death over his children. The common law gives only a moderate degree of authority, relaxing as the child grows older. The father is liable to indictment for cruel punishment, if malicious and permanently injurious, and may be found guilty of manslaughter or murder. The presumption is that the punishment given is just and deserved and properly administered, and courts refuse to interfere only when malice or evil purpose on the part of the parent is shown, or, as is coming more and more fully to be felt, where the common welfare of the State is shown to suffer.

In the former case the parent is penally or criminally responsible, and in the latter case the State will interfere to regulate the conduct of the parent or prescribe rules for the conduct of the child, it being upon the latter ground that compulsory education can be reasonably justified.

The law, in allowing this broad discretion and authority to the parent, is wise, for the parental instinct, the affection of man for his offspring, stands as a wall against the attack of malice and cruelty; and when, as seldom, indeed, happens, the angry passions of the parent leap the barrier, the concensus of outraged public feeling is only a proof of the deep-seated public sense of what is just and right.

The law further recognizes the right of the parent to

delegate his authority, or at least a portion of it, to others.

Parents, by placing their boy in school, tacitly, but none the less directly and positively, agree that for certain limited periods their rights as parents are transferred to the teacher and the State; and the latter, on the other hand, are bound to receive the trust, accept and fulfill the momentous and solemn duties of the position.

Bound, I say; and this responsibility cannot be shifted or declined.

That boy or girl, whether white or black, rich or poor, bright or dull, Protestant or Catholic, who, providing he does not deport himself in a manner to injure the interests of the school, who knocks at your door, must be adopted into your family.

Men have applied to the courts to keep the black boy from the white school; but the courts dare not break the spirit and reason of the Constitution, although it has been said by learned courts that if separate schools for blacks and whites be established, with equal facilities and advantages, as good teachers, buildings, apparatus, course of study, etc., they might help a little in the way of keeping up the war of races.

But even here the courts are treading on dangerous ground.

Understand me; no teacher is compelled to take an indecent youth, or a youth presenting himself in such a character or condition as would tend to demoralize the school.

As stated, the teacher must accept duties dependent on his position. The child has a right to demand it of the teacher, and, if refused, or if the right be abused or the duty neglected, the child has recourse to the law in obtaining proper damages.

The question has arisen, Is the teacher in this case liable to the parent? I think not, although I can scarcely see the force of the reasoning, which is that the education being for the benefit of the child, he alone can claim the damages.

The more equitable view, it would seem, would be that the parent, having given up the time and services of the child, to which by nature and law he is entitled, and having parted with his rights in consideration of the fulfillment by the teacher of his duties, is alike damaged, and should have like recourse.

[TO BE CONTINUED.]

INDUSTRIAL TRAINING. (*Synopsis.*)

W. N. HAILMANN.

The laity seems to be convinced that there is need for some sort of industrial training in the education of the young. This is shown by the establishment of manual training schools both by philanthropic endowment and at public expense. Of the former the Pratt Institute, the Drexel Institute, and the New York School for artist-artisans are well-known instances; of the latter, the public manual training schools of Toledo, Philadelphia and Indianapolis are known to us all.

The same conviction on the part of the laity is manifested in the great number of effective Kindergarten Associations established throughout the land and the hundreds of free kindergartens supported by these associations.

In some States, notably in Wisconsin, Massachusetts, and in our own State, the Legislature has provided ways for the establishment of free public kindergartens and a number of cities have availed themselves of these provisions.

Not so with the profession, as is indicated by the tone and substance of two notable publications of last month. In one of these, an article published in the November *Forum*, Dr. Eliot proposes as the remedy for the various short-comings of the common school education that means be taken to teach the children to perceive clearly the impressions of the senses; to interpret correctly these perceptions and express cogently whatever thought these may stimulate and that special stress be laid on the acquisition of skill in argument.

The second is the address of Pres. Schurman before the Massachusetts State Teachers' Association on "The Mission of the Public Schools." This Dr. Schurman found in the study and preparation for the study of the humanities and, more particularly, of literature.

Combining the two utterances, we find that these leaders of the profession place as the aim of education literary taste and argumentative skill, and subordinate all else to these. Efficiency, individual and social, count for nothing. Knowledge for self is all. Divine work, productive and creative doing, benevolent self-expression seem to find no place.

Nor are they alone in their view. The common schools throughout the land still base their work on a similar one-sidedness, following the St. Louis pattern set by Dr. Harris which finds formulation in his notable utterance that the business of the school children is to devote themselves to the five R's, *i. e.*, "reading, writing and recording the results of arithmetic." All else to the majority of teachers is still a "fad" and superfluity.

The chief appeal, then, is to the profession. The profession should be brought to realize the fact that the aim of education is the establishment of the young in efficient humanity, and that this is impossible without the aid of hand-training.

The hand is the "projected brain" in two senses. In the hand are seated the chief senses that familiarize man with the qualities and significance of material things. Through the hand there comes to him the knowledge which enables him to place himself into intelligent and efficient relations with his surroundings.

Similarly, it is through the hand that he imparts material reality to his thought and establishes the latter in this world of things, making that which lives originally in his mind only, an external manifestation of his spirit kindling similar thought in others. Through his hand, his thought becomes productive, creative in work which completes thought.

Industrial activity, in its largest sense, is work lifted into social significance, is co-ordinated work in consciously organized humanity. The activities of mere self-preservation, the catching of food and the crawling under shelter, are not work, but phases of organic functions; but activities by which means of self-preservation are multiplied or become more accessible and serviceable are fairly industrial. The plucking of nuts from the tree, of roots from the soil, of grains from the stalk is but the initial process of digestion; but the activities by which the soil is led to produce these things, by which the garnered food is preserved or rendered more palatable, the making of contrivances and tools which serve these purposes, these are industrial activities, in which man joins man in creative, productive effort.

Viewed in this light, industrial training appears as a chief factor in the establishment of the young in efficient humanity; it becomes the chief means by which individual faculty learns to find its worthiest arena in social endeavor; by which individual excellence is led to celebrate its triumphs in the free co-ordinations of institutional life.

We now see the school by no means absolved from the task of imparting knowledge and cultivating intelligence, but find new dignity added to this task by the addition of purpose to every phase of its work. To the pleasures of knowledge is added the duty of beneficent action. To its former task is now added the new task of giving skill in doing and of developing in the hearts of children practical good will. If, heretofore, the school made seers and prophets, it now makes of these seers and prophets lovers and doers; makes them seers and prophets in order that they be efficient workers in the concerns of highest humanity.

THE WONDER WORLD.

JENNIE PATE.

"For Gneschen, eager to learn, the very act of looking thereon was a blessedness that gilded all; his existence was a bright, soft element of Joy out of which, as in Prospero's Island, wonder after wonder bodied itself forth to teach by charming."—*Carlyle*.

The Creator has implanted in every heart a wonder germ; a desire to know more of that which lies apart from self—a turning of the Ego toward the Non-Ego. This element of wonder, we find early developed in the child's nature. The infant, stretching its tiny fingers to grasp the sunbeams playing along its path, finds them as fleeting as we, children of a larger growth, find the pleasures and joys we fain would fold to our longing hearts. What an unknown world opens to the childish vision! Who shall guide aright the young traveller as he sets forth on his pilgrimage to these unexplored and boundless realms? A true guide is one familiar with every path because of its frequent followings. He

knows of all the obstacles in the way and avoids the ruts and pitfalls. He is competent to select only the best and most important points of interest and to pass by the undesirable places.

The teacher, we say, is the guide; the school the starting place for the journey of life. How necessary, then, that the teacher should know the way the little feet are to tread. How weary and footsore they will become at best; poor, tender little feet! Sometimes as I look into the innocent, wondering faces of my little ones and realize how much they expect of me, I almost shrink under the responsibility that rests upon me as the guide and instructor of these tender lives fresh from the Father's hand. The importance of kindergarten methods in primary instruction is conceded by all prominent educators. This movement has made wonderful progress of late and is rapidly growing in favor.

What is the object of the kindergartens? is a question often heard and as often answered. A true kindergarten is indeed a child-garden, full of beauty and fragrant with purity and love. The teachers are the gardeners, their work is to place their plants in the sunny atmosphere of love; to surround them with a rich soil congenial to their childish nature; to see that nothing interferes with their tender growth and to eradicate the noxious weeds of evil that often spring up among the fairest flowers. Every mother knows that the most characteristic trait of childhood is self-activity. A system of instruction that satisfies this desire of the child and at the same time educates the busy brain, is the only proper and natural method of teaching. This is the aim of the Kindergarten. It cultivates a love for the true, the good and the beautiful. It educates the head, the hand and the heart. The creative powers of the child

are brought forth and developed. He takes a keen delight in constructing things for himself and this gives him confidence to exercise his ingenuity in making new designs. The perfect liberty which the Kindergarten gives to the child in thus allowing him to invent and create for himself is essential to his happiness. A child chafes under restraint. It hinders his powers and dwarfs his growth. I have watched my little people busily folding the bright papers or weaving the intricate patterns of the mats and I have thought this is indeed the true education. They did not realize that they were working but, happy and contented, each proud of the other's success, they worked together in harmony and love.

You remember, the greatest of all Teachers taught his disciples by picture lessons from tree and flowers. How essential it is that the love of the beautiful should be early inculcated in the child's nature. This emotion of the beautiful refines and purifies our lives and brings us nearer the source of all goodness and beauty. The secrets of the wonder world lie hidden in Nature's book, whose pages only open to the diligent and earnest seeker.

Were I in churchless solitudes remaining,
Far from the voice of teachers and divines,
My soul would find, in flowers of God's ordaining,
Priests, sermons, shrines."

Children have keener power of observation than we credit them with possessing. I believe, also, that they reason and think to a far greater extent than we deem possible. A little incident to illustrate this thought just now comes to mind. A friend of mine has a little nephew, nearly two years old. One day his mother noticed him gazing intently at the stove and then very earnestly at colored Maggie. Finally, arriving at a satisfactory conclusion of

the matter, he glanced up brightly and remarked: "Mamma, stove black, nigga black." He evidently has an eye for color.

One morning we were talking of flowers and I gave the quotation, "Flowers are God's thoughts." One bright little fellow remarked: "If it wasn't for God we wouldn't have any beautiful flowers!" Another thought that the earth would be very ugly without them. I think, with Prof. Hailman, that there is too much machine work in our schools and that preference is given to externalities, while the "thought element," the "wonder germ" is suppressed and retarded.

The following words from Whittier's "Child-Life" should be the prayer of every teacher's heart:

"Up to us sweet Childhood looketh,
Heart and mind and soul awake;
Teach us of thy ways, O Father!
Teach us for sweet Childhood's sake.
In their young hearts, soft and tender,
Guide our hands good seed to sow,
That its blossoming may praise thee—
Praise Thee wheresoe'er they go.

Give to us a cheerful spirit,
That our little flock may see
It is good and pleasant service—
Pleasant to be taught of Thee.
Father, order all our footsteps;
So direct our daily way,
That in following us, the Children
May not ever go astray."

Edinburgh, Ind.

TWO BLACK BEANS.

Our friend and neighbor, Charlie, came over to the city;
He brought a load of produce and his little son.
When his trading was completed he began imbibing freely
The wine and beer and whisky, as he had often done.

With tears and vain endeavors the little child was trying
To get his father to return where wife and mother waits;
At last, too full to walk alone, the sire called for the wagon,
In gurgling, thick-tongued accents that everybody hates.

With much work and trouble the boy at last succeeded
 In getting with him on the seat his father, limp as dough;
 Then they slowly started homeward, the boy quite pale and trembling,
 And the parent, fully half asleep, was nodding to and fro.

In turning round a corner the old man lost his balance,
 And—to shorten up the story—he and the pavement met.
 Then slowly, slowly rising, and spitting blood and gravel,
 Said he knew all the time the wagon would upset.

"We've not upset, dear papa," said the boy, more scared than ever.
 Fears and tears are plenty when whisky is about.
 "We're not?" inquired the drinker, as he seemed to realize it;
 "If I'd know'd that sooner, wouldn't 'a' got out."

I met a fellow on the street
 The other day;
 He used to be a teacher,
 By the way:
 And he made a loud confession
 Why he left the small profession
 After teaching many a session
 In his day.

I listened to his story,
 With its guiles,
 And a countenance wore he
 Not of smiles,
 As he talked about finances
 And the slimness of the chances
 Gaining glory and advances
 'Mong its wiles.

He preferred the poorhouse,
 So he said,
 Or any other life that
 Man has led—
 That no teacher is respected,
 Just a beggar till elected,
 Then a pauper, sad, dejected,
 Till he's dead.
 Education's not a science,
 Nor a bout;
 Just a hit-and-miss appliance;
 Just a rout.
 —But I smelled both pipe and barley,
 So I didn't stop to parley,
 For I guessed he had, like Charley,
 Tumbled out.

EDGAR PACKARD.

PREPARATION OF LESSONS.

SELMA NAMREMMA.

A fertile source for vexation and failure is in not preparing the lessons. We often think that it is the scholar who must do this and not the teacher. I have found this fault among many; not so much with the teachers of short experience as with those who have taught a long time or are teaching classes far below those from which they have graduated.

Stop and think. Do you know what you are doing?

Do you know you are doing much toward moulding a mind? Surely you did not think of this or you would not have appeared before your classes, glancing over a page to see what to ask and glancing again to see if the answer is correct. You can't afford to do it. The scholar is quick in finding out whether a teacher knows the subject better than he. More than that there is nothing he will admire, next to congeniality, more than mental power.

Are you treating your pupils right, are you treating yourself right, when you go before a class without any preparation.

PRIMARY DEPARTMENT.

[This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.]

VARIETY IN DRESS.

A queer subject for a school teacher, is it? No; especially for the primary and intermediate teacher it has a prominent educational bearing. It seems the natural thing for the teacher to think she must wear out all her "old clothes" in the school room, and if there are two or three dresses to be worn out, each is put on and religiously worn until discarded, then another is taken. If it is necessary to buy a new one, it is usually dark or neutral in color, something that will not show the soiling. Aprons are frequently worn, and these are often of a black material or some neutral colored gingham. Then, too, since white collars are so little worn the teacher hails this economical innovation with delight, and all the child sees from September till June is the plain dress collar pinned over in front.

If such a dressed teacher should some day wear a dif-

ferently. colored dress, not previously worn, a pretty white apron, a brightly colored tie, or a white collar even and notice the children's faces as they come into school in the morning, she would begin to see a pedagogical bearing of her dress upon her school work. When she passes down the aisle and feels the little hands put out to touch "the hem" of her pretty dress and to hear the whisper in her ear, "You look so pretty to-day," it would make her see she has a new hold upon her pupils.

The clothing worn may not be nearly so expensive, but it is in accordance with the old, old law of the mind's demanding variety; and when the child has been accustomed to see the teacher as a black or a brown spot, it is a positive pleasure to him to look some day and instead to see a red or blue one.

It is one means of securing better order. There is a sort of correspondence between the inner and outer man, and other things being equal, the children will have a deeper respect for and will give a more cheerful obedience to a teacher who externally answers all such requirements.

SELECT SCHOOLS.

This is the season when teachers of select schools in the country districts are around engaging pupils. This brings to mind some features of the laxness of our school system. Many of the teachers of select schools are those who have failed to procure a license from the county superintendent and thus teach a regular term of school, or those who are quite young and have not yet taken a county examination.

So long as we permit persons to teach without a certainty of their proficiency, so long there is one great

element of weakness in schools. In France no person is allowed to teach, not only in the public schools, but in private schools, and even in families, who has not passed the required State examinations and who has not attended some one of the schools for teachers which the different divisions of the country are required to sustain. And more than this, all pupils, taught at home or in the private schools, must pass the same examination as a test of their proficiency and the standard of the work done as is required in the public schools and no pupil can receive credit in the public schools for work in the home or in private schools unless he can show he has passed the required examination.

Nine times out of ten the only reason for the select school is that the teacher wishes a little extra money, and both the teacher and her friends think that the failure of the select school teacher to collect all her money is the one and only great hindrance to the work. This is the least unfavorable feature in it. The select school idea seems to be that the school exists for the teacher rather than that the teacher exists for the school. No doubt there are excellent teachers, fully qualified and who are teaching excellent select schools, but these are the exceptions, and the rule is that we have an inefficient teacher, one not held by any authority to any standard of work. The discipline is lax, for if careful or severe, which might really be of benefit to the child, the pupils quit the school. The same is true of the work. It is the tendency to make it as light and easy as possible, thinking to keep the pupil pleased and insure his attendance which is necessary to the financial side of the enterprise. The tendencies both as to discipline and proper methods of study leave the child in a far more deplorable condition than, as a rule, is the teacher if she were to fail to collect a cent of the tuition.

U. S. HISTORY, ADVANCED.

It may not be amiss before leaving the History work to say a few words concerning the advanced phase of the subject. By *advanced* History I do not mean a certain advanced or philosophical view of historical material that may be taken in a college or university, but the work usually begun about the seventh and eighth year of school following the primary (and intermediate) phase spoken of in previous papers. It shall be the attempt to show how some of the ideas so frequently emphasized in the primary phase and which were said should characterize all history work show themselves and may be followed out in the advanced.

One of these ideas is this—that the event as a mere external thing has little significance, but that there is a hidden content or meaning, a spiritual result or condition that must be reached by means of the external, formal side of the event. It means that in the study of Bacon's Rebellion we are not to stop with a knowledge of the time and place, the immediate cause and the results, and the parties engaged, but that we must translate each of these facts into the life and consciousness of the people of that time. We must see what this event shows as to the way the people were thinking in regard to their social, commercial, political, religious and educational life and destiny. This point will be treated from another standpoint a little farther on.

Then we must remember that growth in the individual, in the community, and in the State, takes place along five lines—social, religious, governmental, educational, and business. These five in their manifold forms make up the complete life, and history attempts to show the dissatisfaction with some existing state of affairs, the

struggle to change it, and the full outcome. No history work is complete that considers but one line only; yet a full consideration of all would involve so much time—much more than our common school affords that it has seemed best to give the main discussion to that of government and to make the others largely incidental to that.

So in the study of United States History we wish to see the full life of the people as to the main ideas of growth that have characterized certain of their great periods. It is not meant that the *main ideas of growth* are the five great lines spoken of, as those characterize *all* periods, and besides, putting the stress upon the governmental phase, *main ideas of growth* refer mainly to ideas relating to the political life. Setting forth the idea of the thing to be mastered helps us to decide the question of what points properly belong in United States history. Are the explorations and discoveries a part of the life of the people of this country or do they more properly constitute a phase of European history? The discoveries of the Norsemen—where do they belong? Certainly they constitute no feature whatever of our American civilization, either as cause or effect. What shall be done with the Mound Builders? Is there any question as to the Revolutionary war or Purchase of Louisiana? Is this sufficient to indicate that determining upon the subject-matter or exact nature of what you are going to teach will help to decide what facts to teach and what not to teach? Then, too, when does the history of the United States as, of course, a distinct people, begin? They can be traced back and back until one is lost; but the point is, What really seems to be a distinct marking of the establishment of the separate people we call people of the United States. Not the setting up of the nation as a distinct recognized nation, as that time is

certainly marked by the date of 1776 and 1783, but what particular event seemed to mark a little different trend in thought and feeling that later developed into this nation? Was it indicated in 1492, 1607, 1620 or 1776? Space is too limited to give reasons for and against all these—each teacher must do that for himself—but let us assume for the sake of further explanation that it was in 1607, that in 1607 there was a *planting* or *establishing* in this new world of a set of ideas. (Why not take 1565, the Spanish settlement at St. Augustine?) It might be said that the whole period from 1607 to 1893 is one long struggle, the struggle to realize their freedom as men. It was not in the first part of this period to realize their freedom as Englishmen, nor is it now to realize their freedom as Americans, but from the beginning to the end it is to realize their freedom as men. At first they tried to attain this freedom by using English institutions, but in attempting to reach this freedom of the individual man, they modified and remodified these English ideas until they have become so different that they are called American, but the real essential thing sought is still the same. James Russell Lowell has put the idea so well I can do no better than to give his own words:

“Man is more than constitutions,
 Better rot beneath the sod,
Than be true to church and State,
 And be doubly false to God.

Our country claims our fealty;
 I grant it so; but then
Before man made us citizens
 Great Nature made us men.”

And a little further on he says—

“Whenever wrong is done
 To the humblest or the weakest
‘Neath the all-beholding sun,
 That wrong is also done to us,
And he is slave most base
 Who thinks that right is for himself
And not for all the race.”

To be sure, the settlers of Virginia and of Massachusetts were consciously, as they thought, working for the rights which they believed to be those of Englishmen, but back of this was the broader conception of life and destiny which they were enabled to formulate to the world in 1776, when they gave "these self-evident truths that all men are created equal, and are endowed by their Creator with certain inalienable rights." These are the rights of men as *men* which they had been seeking ever since their first settlement. Yes, and much farther back if the student wishes to investigate it. What then seems to be the distinguishing marks of their growth? The first part, from 1607 to probably 1776 seems to be to work or to realize this destiny by, at least, a formal recognition of English law. Where there was no conflict between the colonies and England the recognition was, of course, not a mere formal one. But the slightest difference of opinion brought out the fact of a formal subservience. In the latter part of the period the growth seems marked by an independence of English authority. While the first period probably ends in 1776, it seems to me the second period has its origin far back of this date, that there is an over-lapping of periods. Careful students of United States history find a faint hint of this second period, this independence of English law and authority as early as 1607. One who is accustomed to think of periods of United States history as distinctly marked by definite dates and boundaries—that one period begins here and ends there and that the second begins just where the first leaves off, etc., will feel that periods as I have been stating them are no periods at all. And probably they are not, for it does seem half contradictory to place the limit of the first 1607—1776, and the limits of the second as 1607—1893. The second includes the whole.

But the same difficulty is found if you take the inner life of a person and try to bound his different phases of growth by dates. We say a child is in the period of sense perception, a little later of imagination; later still of conception and of formal reasoning. But can you say that the last day of the child's eighth year (or ninth or tenth) is his last of sense-perception and on the first morning of his ninth he begins to imagine? No; imagination was there long before; so were conception and reasoning. We speak of the sense-perception and imagination phases of the child's life because at certain periods one or the other seems to be his prevailing mode of thought,

So it is in history, and a better way than to think of periods with certain defined boundaries is to think of the phases of growth themselves. And if we find some great event as marking the end of one phase and the beginning of another all right, and if we find these phases going along and partially covering the same period of time all right as well. It should not be our attempt to try to fit historical material into some preconceived plan, but to try, if possible, to discover the great trend of thought that distinguishes 1893 from 1607.

There may be other ways of looking at the characteristic features of growth more helpful than what I have suggested, but it seems to me this should, in the main, be the line to be followed on thinking out United States history preparatory to teaching it, and the next step is to find what are the phases of growth in each of those already found.

LITTEL'S LIVING AGE is a library of current literature in itself. It is weekly, and is made up of the best articles from the English magazines. Published by Littel & Co., Boston.

"OUR COUNTRY'S SONGS," with words and music, contains eight popular patriotic songs, and is published by D. H. Baldwin & Co., Indianapolis. Price, 5 cents.

FRIDAY AFTERNOON.

HANDLE FOR THE PUMP.—A pump without a handle is drawn on the blackboard, and several pupils are blindfolded, turned around two or three times, given a crayon and requested to supply the missing handle. Each, after drawing one somewhere, names a person to take his place. He is then allowed to remove the bandage, see his work and laugh at the other pump-repairers.

CUPID'S COMING.—Sit in a circle. The leader says to his neighbor on the left, "Cupid's coming," and is met by the question, "How is he coming?" He replies, "Begging." The questioner then turns to the person at his left and states that Cupid is coming, answering when questioned by some word beginning with "b" and ending in "ing." This continues round the circle till the pupils' vocabulary in "b" is exhausted, when a new letter is selected, and the game proceeds as before.

I MEANT TO.

"I did not rise at the breakfast bell,
But was so sleepy—I can't tell—
I meant to.

"The wood's not carried in, I know;
But there's the school-bell, I must go—
I meant to.

"My lesson I forgot to write,
But nuts and raisins were so nice —
I meant to.

"I forgot to walk on tiptoe;
O how the baby cries! O! O!
I meant to.

"There, I forgot to shut the gate,
And put away my book and slate -
I meant to.

"The cattle trampled down the corn,
My slate is broken, my book is torn—
I meant to."

Thus drawls poor idle Jimmy Hite,
From morn till noon, from noon till night:
"I meant to."

And when he grows to be a man,
He heedlessly mars every plan
With that poor plea,
"I meant to."

—*Home and School Visitor.*

THE LITTLE LAZY CLOUD.

(CLASS RECITATION.)

[The following poem is from the Third Reader of the Normal Course in Reading. Published by Silver, Burdett & Co.]

A pretty little cloud, away up in the sky,
Said it didn't care if the earth was dry;
'Twas having such a nice time sailing all around,
It wouldn't, no, it wouldn't, tumble on the ground.

So the pretty lilies hung their aching heads,
And the golden pansies cuddled in their beds;
The cherries wouldn't grow a bit—you would have pitied them;
They'd hardly strength to hold to the little slender stem.

By and by the little cloud felt a dreadful shock,
Just as does a boat when it hits upon a rock,
Something ran all through it, burning like a flame,
And the little cloud began to cry as down it came.

Then old Grandpa Thunder, as he growled away,
Said, "I thought I'd make you mind 'fore another day;
Little clouds are meant to fall when the earth is dry,
And not go sailing round away up in the sky."

And old Grandma Lightning, flitting to and fro,
Said, "What were you made for, I would like to know,
That you spend your precious time sailing all around,
When you know you ought to be buried in the ground."

Then lilies dear, and pansies, all began to bloom,
And the cherries grew and grew till they took up all the room.
Then, by and by, the little cloud, with all its duty done,
Was caught up by a rainbow, and allowed a little fun.

A DIALOGUE.

(FOR TWO LITTLE BOYS.)

- | | |
|---------------------------------------|---|
| 1. Guess what I've got in my pocket? | 1. Taint neither one. |
| 2. I can't guess. Tell me, won't you? | 2. Is it good to eat. |
| 1. No; guess. | 1. No, siree. |
| 2. Who gave it to you? | 2. What is it good for. |
| 1. Nobody. | 1. 'Taint good for anything. |
| 2. Where did you buy it? | 2. I don't believe you got anything |
| 1. Didn't buy it. | 1. Yes, I have. |
| 2. Where did you get it? | 2 Ain't you going to give me half? |
| 1. Found it. | 1. No, I can't give you any. |
| 2. I bet it's a marble. | 2. I can't guess it. |
| 1. No, it isn't. | 1. Do you give it up? |
| 2. What color is it? | 2. Yes, what is it? |
| 1. 'Taint any color. | 1. It's a hole (<i>Turns pocket inside out and shows the hole.</i>) |
| 2. You're fooling me. | |
| 1. Honest Injun, I ain't. | |
| 2. Is it hard or soft? | |

—New York School Journal.

A SONG OF SPRING.

BY HELEN C. BACON.

(Recitation for Three Little Girls.)

I heard the bluebird singing
 To robin in the tree,
 "Cold winter now is over
 And spring has come," said he.
 "'Tis time for flowers to rouse from sleep,
 And from their downy blankets peep;
 So wake, wake, little flowers,
 Wake, for winter is o'er,
 Wake, wake, wake,
 The spring has come once more."

Said robin to the bluebird,
 "My nest I now must build,
 And shortly you shall see it
 With pretty blue eggs filled.
 Then let us join once more and sing.
 So wake, wake little flowers,
 That all the flowers may know 'tis spring;
 Wake, for winter is o'er,
 Wake, wake, wake,
 The spring has come once more."

The robin and the bluebird
Soon after flew away,
But as they left the treetop,
I think I heard them say,
"If birds and flowers have work to do,
Why, so have little children, too;
So work, work, little children,
Work, for winter is o'er,
Work, work, work,
The spring has come once more.

—Selected.

THE SCHOOL ROOM.

(Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools.)

A GEOGRAPHY LESSON.

The pupils were seventh grade pupils. They read in the Indiana Fifth Reader and have studied geography with a book about three years.

The teacher said to the class, "Suppose we knew nothing of the earth except its shape and that the sun shines upon it, what could we infer?" Some pupils thought that these two facts would not enable them to know anything else in regard to the earth. Others thought they could infer climate. Still others thought we might know something about climate but not all about it.

Here were three distinct views held by the pupils of this class. Every pupil had learned three years previous to this that the earth is round like a ball and that the sun shines upon it; also they had learned long ago that they can see only half of the surface of a ball at once. All are in possession of these facts, so it is not the business of the teacher to teach any of these. His purpose is to have the pupils use these facts in determining other facts in regard to the earth. His lesson is another view of the earth than the one taken in the lower

grades. Besides he hopes to strengthen their power "to think." We wondered how he would proceed. Will he ask suggestive questions of those who show no power to relate facts or will he begin with those who have some power to do this? While we were wondering, he said to the one who said he could infer climate, "What do you mean by climate?" He promptly answered that he meant the heat and moisture of a place.

T.—What would you know about the heat and moisture of the surface of the earth as determined by its shape only?

P.—I cannot tell anything about its moisture but I know that the sun would only shine on one-half of the earth and that this half would be light and warm, while the other half would be always dark and cold.

T.—What makes you think so?

P.—Because we can see only one-half of a ball at once; the earth is round like a ball, so the sun can shine on only half of it at once.

"Very good," said the teacher. Just here another pupil, one of those who thought they could not know anything else from these facts, said, "I think we could know that the hottest part of the lighted half is the central part." "Explain how you know this from the shape," said the teacher. The pupil said he could explain it better by a drawing than he could by words. He was allowed to draw. He drew on the black-board several parallel lines one inch apart. These he said were to represent the rays of light coming from the sun. He then intersected these with a large curve line, representing half of the earth's surface lighted by the sun. He then said that the section of the curve between the parallel lines that are perpendicular is less than between those that strike the curve obliquely, and so the

heat must be greater in the central part where the rays are perpendicular to the surface because the heat is distributed over less space.

We thought that this was good coming from one who did not see any relation existing between the given truths. This class of pupils had been reached very skillfully by the teacher. They seemed interested in the discussion and occasionally joined in by expressing an opinion. These opinions were not always correct. The teacher led them by questions to see the fallacy and left them more anxious to work than before.

The next point taken up by the teacher was the effect of the rotation of the earth. He said, "Now, you may think of the earth as rotating upon an axis whose poles are at the edge of the lighted part of the surface, what else would we know about the earth?" Many, in fact nearly all, were anxious to give an answer. One said that every part of the earth's surface would receive light and heat each time it made one rotation. Another was anxious to tell that the earth rotates once every twenty-four hours and that this causes day and night. Two or three said we've known that always. This was not quite true and it was not quite polite to say so even if it were. The teacher quietly suggested this and proceeded so quickly with a question that their embarrassment was instantly forgotten. He said, "Under these conditions, what would be the length of day and night, and would it always be the same?" The answer was, "The days and nights would be twelve hours each and would always be the same." Pupils were able to explain their answer by using a globe or a ball.

T.—*Are the days and nights ever the same length?*

P.—Yes.

T.—*When?*

P.—When the lighted half of the surface of the earth extends from pole to pole.

T.—How often does this occur?

P.—Twice each year.

T.—Why is this true?

P.—Because the earth moves around the sun once a year.

Several object to this answer. One pupil said that if the axis of the earth were perpendicular to the plane of its orbit, the days and nights would always be of equal length. This she illustrated with the globe. She was then asked to explain why they were equal only twice a year. She said that it was owing to the inclination of the earth's axis. To this statement there came an objection from a pupil. He said he could show that the axis might be inclined as it is, and the days and nights be of equal length during the whole year, and, further, that there would be no change of seasons. This was a startling statement to many. He was allowed to illustrate with the globe. He asked the class to think of the large vase of flowers on the teacher's desk as the sun. He held the globe in the position the earth is on the 21st of March, and then moved it around the vase (or sun), always keeping in such position that the rays would just reach each pole. "Oh, yes," said some one, "but you did not keep the axis pointing to the north all the time." The pupil replied that he was asked only to keep the axis inclined $23\frac{1}{2}$ degrees. He had shown that the variation of the length of day and night, and the change of seasons, depend upon the inclination of the earth's axis, the fact that it always points north and south, and that the earth revolves about the sun.

It would be interesting to note *all* the points made in this lesson, but space forbids. The lesson was a kind of *review* that means a deeper and wider view than be-

fore. Many "reviews" are only a reciting of what has been learned. They call for no stronger thinking than before. In this one there was an attempt to relate what they already knew. These mathematical facts are now viewed in such a way as to form the basis for the explanation of the physical conditions of the earth.

ORDER.

The kind of order that makes a pupil come into the school-room on a clear, bright morning, when all nature is active, and fold his hands and sit so till he is *told* what to do, is not the kind of order that tends to make self-directed human beings. There are two things to be secured by order in the school-room—(1) conditions suitable for study, (2) to create and stimulate a tendency in the pupil to take charge of himself. Some teachers allow pupils to think disorder annoys them personally, and so they should behave for the teacher's sake. This motive is good enough as far as it goes, but it does not go far enough.

WASTING TIME.

Much time is wasted in the school-room in many ways, by teachers, too, who complain that they are overcrowded. Sometimes pupils of the seventh or eighth grades are called to the arithmetic class to recite for a period of thirty minutes. As many as can be accommodated with space are sent to the board to solve the problems that were assigned for the day's lesson. The rest work on their slates or watch those at the board. The teacher watches them all, as well as those not in the class. It usually takes more than half the recitation period to get these problems on the board ready for explanation. As no ex-

planation can be given until all are through at the board it follows that the time thus spent is determined by the slowest pupil. Why should all these problems be placed on the board anyhow? The pupils have studied them, have *tried* them, and perhaps have solved most of them. True, some have failed, while others do not understand the principles the problems illustrate. Some have neglected the lesson. All these need attention; but we question whether the foregoing plan is *always* the best and most economical plan of reaching them. Time is often wasted, and the opportunity to teach is lost.

If the pupils have their problems prepared, or have their effort on paper, why not begin by "comparing notes?" When difficulties arise, and it is necessary for the pupils to see the same work, use the black-board. Let the explanations begin immediately. Keep clearly in view the purpose of each problem. Suppose, for example, the following problem is called for: A rectangular field containing 10 acres is 80 rods long; how wide is it? If a pupil begins the explanation of this problem by showing how he changed acres to rods, he is wasting time and missing the purpose of the problem. The problem was given to test him on his ability to think a rectangle. Does he know what is universally true of a rectangle—*i. e.*, does he know that the area of *any* rectangle is the product of its two dimensions? Then does he know that when he has the product of any two factors and one of the factors given, that the other factor may be found by dividing the product by the given factor? Can he recall and apply these universal principles to this particular problem? He is to show by his explanation that he can do this. He says, then, that 10 acres equal 1600 rods, which is the area of the field of rectangular shape. The area of any rectangle is the product of its

two dimensions. The product of any two factors divided by either factor gives the other; $1600 \div 80$ gives 20. The width, then, is 20 rods. There are, of course, other explanations of this problem that are correct. It is not the particular *form* we are contending for, but that *the point in the problem be constantly kept in view and no time wasted on minor points.*

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

"THIS, TOO, SHALL PASS AWAY."

In the olden time a sage, who was something of a stoic it seems, gave his favorite pupil a motto for a life guide. "My son," said he, "if it be read aright, it shall be as a talisman to thee, protecting thee alike amid the gloom of defeat and the glare of victory. When trials assail thee and thou standest face to face with Despair, remember past battles; gird thy loins and say, 'This, too, shall pass away,' and thou wilt find thyself strong to meet thine enemy. When fortune has crowned thy efforts, and thou art tempted to relax the vigilance that won thee success, remember that ease has ruined many whom hardships could not conquer, and, looking upon thy laurels, say, 'This, too, shall pass away.'"

We are not told how well the youth heeded the motto, but we may try it in our own lives. It is good all the year round, for its magic fits all seasons. More than once, when making out yearly reports, averaging this and averaging that, till the air seemed full of figures and col-

umns that would not balance, the editor of *Lend a Hand* has derived whimsical satisfaction from waving her hand over register, promotion cards and reports, and saying solemnly, "Lo, this, too, shall pass away!"

Try it, ye toilers who just now find a bit of realism in the little poem which first describes the making of a final school report, and then, years after, the finding of a skull whose inner surface was covered with queer hieroglyphics resembling figures, which was gravely declared to be the skull of a nineteenth century teacher. For many of our readers this year's examinations, reports and "last-day exercises" have already passed away and vacation has begun. But vacation does not last always, and the motto may serve as a reminder that its leisure may make pleasant some tasks which will be difficult when the busy days come again.

Why not mount upon cardboard the pictures you have collected, so they will be in readiness for the language class next year? Why not select suitable stories, and, cutting them into paragraphs, paste them on pieces of pasteboard or tough paper, number each paragraph, and be prepared for the supplementary reading exercise? The more such "cut-up" stories you have, the more fortunate you are.

The first grade pupils need more practice in using the words given in their First Reader than the book and Indiana Reading Chart afford. Probably most of you write sentences to supplement each lesson and to review past work. Can you recall the numerous occasions that you had not time to "make up" as many or as satisfactory sentences as you wished? Well, during vacation you might take the First Reader and write scores of such supplementary lessons. It will do your heart good to use them next winter. You might mend the much-used

slate stencils, prepare new sets of sliced pictures, and do many other things which are like storing oil for the school machinery. To have such things ready, not to be compelled to sit up at night, nor stay after school, nor go early in the morning to prepare them, will surprisingly reduce friction in the school-room when the "wheels go round" next fall.

By the way, the motto itself is oftentimes like oil to such friction. For, during the hot days of September, when pupils pine for the recently-lost freedom of street and field; during the rainy days of November, when cloudiness, dampness and muddiness prevail, and the absent marks increase discouragingly; during the freezing days of January when aching fingers and frost-bitten toes multiply, and the temperature of the school-room could be used to illustrate the zones to the geography class because they could pass from the torrid through the temperate to the frigid by going from the stove to the outer door; during the balmy days of May, when spring fever becomes an epidemic, it may be a sip of strengthening cordial to the weary teacher to repeat the motto which promises relief.

The motto may be a spur as well as a staff. It is a warning against getting into ruts, because it reminds us that as laboriously repeating a-b, ab; e-b, eb, i--b, ib, from a well-thumbed spelling book was once considered the best way of teaching reading, so methods which now seem excellent will become antiquated, hence we must beware of being wedded to them.

Why is it sometimes said, "Teachers should not remain too long in one town or one grade?" Perhaps it is because some neglect to "grow a little every year" and so become a reminder of Tennyson's "Brook":

"Some may come and some may go,
But I teach on forever."

For those who may be tending toward fossilization, nothing could be more salutary than the use of the sage's motto as a short tether for their hobbies.

CAN YOU READ?

Perhaps you pride yourself on your success in teaching reading, upon the fluency, correct expression and ability to seize upon the thought which distinguish your pupils. But can you, yourself, read so as to gather the fullest measure of benefit personally and professionally? Do you make newspaper, magazine and book pay tribute to your general culture or your professional knowledge?

For the teacher who can read between the lines there are many biographies as helpful as that of Pestalozzi, and innumerable stories more full of suggestions than "Leonard and Gertrude."

Has practice given you a quick eye for stories which may be effectively introduced into morning exercises or those which may be "cut up" for supplementary reading? Has interest given you a retentive memory for bits of information or anecdotes which may be woven into geography or history lessons? Do you like to read juvenile books so as to be in sympathy with your young readers and to be able to choose what is both wholesome and palatable for the school library?

To develop and strengthen the body one may take a course of training in a gymnasium, or in the pursuit of entomological, geological or botanical specimens, may by long walks, climbing hills and inhaling fresh, pure air gain the same end, that is, improved health.

So in your reading you may enter a mental gymnasium by studying educational works, and you may also gain professional strength from your general reading if you

have a sincere love for your calling. Probably you have no thoughts of your school when you begin to read "The Vision of Sir Launfal" or "Boots and Saddles." You think you are reading merely for your own pleasure, yet if you can read as a teacher should, a thought of your school will creep in now and then and when school begins again your pupils will hear references which will make some of them wish to read what you have read, and others who have little taste for reading will listen with interest to a verbal sketch of "Sir Launfal" or anecdotes from "Boots and Saddles," and will absorb lessons of humility from the one and a knowledge of the hardships of a soldier's life from the other.

Can you read?—read as an enthusiastic professional teacher should? If you can then you can read for yourself and others, because you share what you read with your pupils.

8:18 P. M., APRIL 14, 1865.

There are few who have not seen the ordinary sign of a jeweler, an immense imitation of a watch hanging over the front of the store. But it is safe to say that the number who have detected anything curious in these same signs is very small.

At 8:18 p. m., April 14, 1865, Abraham Lincoln was assassinated in Ford's theater at Washington by John Wilkes Booth. Since that fatal night every one of these watch signs that has gone from the factory of the only man who makes them has shown the hour of 8:18.

The man who makes them says: "I was working on a sign for Jeweler Adams, who kept a store on Broadway across the street from Stewart's. He came running while I was at work and told me the news. 'Paint those hands at the hour Lincoln was shot, that the deed may never be forgotten,' he said, pointing to the sign I was making for him. I did so. Since then every watch sign that has gone out of here has been lettered the same as that one."—*S. W., Journal of Education.*

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

A GUIDE TO THE STUDY OF LITERATURE.

So far we have considered the two most important points to receive attention in the study of a piece of literature—the theme, with its literary attributes; and the embodiment of the theme, with the attributes which make it an adequate expression of the theme. The third and last point to be considered is the language by which both of the foregoing are set forth—the style of the selection. Nothing but the most general outline will here be given, since the details may be found in books treating style. Style in literature is that quality of language which yields aesthetic pleasure. The problem for the teacher is to find the sources of pleasure in language. Knowing this he can wield the selection so as to make it produce its full effect on the learner. The following suggestions may serve as a basis for working out the fuller outline,

1. Beginning with the lowest, language furnishes the sensuous pleasure of the beautiful in sound. Literary language is musical, whether or not it is in verse form. Under this head comes the study of Euphony, Harmony, Melody, Alliteration, Balanced Sentence, and Rhythm, including Feet, Verse, Rhyme and Stanza. The pupil should be made keenly sensitive to all these elements of music in style. If the teacher is not accustomed to this kind of study, let him study Blair's Rhetoric, or any other, on harmony, for instance, and then test Irving's prose in the Sketch Book to find the appreciable increment of pleasure through this one element of music. By the time a pupil has finished his

common school course he should have an ear for the music of language, and be able to point out the chief sources of that music.

2. Language not only brings pleasure through the senses, but through the next higher faculty, the memory. The mind may be kept aglow with emotions by selecting ideas that awaken past experience. Some ideas have so long been associated with life and its interests; with its weal and its woe; with its trials and its triumphs—have become so deeply rooted in sentiment and conviction that they carry with them a complex volume of rich and varied emotion. The mere reference to these enriches the thought and makes it glow with feeling. A leading form of this kind of language is the Allusion, the indirect suggestion of an emotional idea. See Rhetorics for kinds and examples. Pupils should make out all allusions and show what is gained by their use.

3. The next higher source of pleasure through language is that awakened through the imagination; and this in two ways: (a) through the sensuous, or picturing imagination; and (b) through the intuitive or creative imagination.

a. The lowest plane of pleasure through the imagination, is awakened by throwing general and abstract ideas in specific forms and pleasing imagery. The general and generic word is weak and colorless; while the specific and individual word is full of color, vital and forceful. The latter contains a definite, precise, and vivid image; and this, while easy to grasp, is pleasing and exhilarating to the imagination. The mind, in its energized and vivacious states, naturally turns its abstractions into concrete, picturable phenomena. This gives the thought the charm of a living presence to the senses. Note the gain over general language in the fol-

lowing sentence from Lowell: "While Raleigh was launching paper navies, Shakespeare was stretching his baby hands for the moon, and the little Bacon, chewing on his coral, had discovered that impenetrability was one quality of matter." Tennyson, in speaking of his sister's wedding being changed to a funeral says, "changed to cypress her orange flower."

Out of the necessity for concrete and specific expression arise the figures of Synecdoche and Metonymy, or figures of Association. For distinctions and examples see Rhetorics. All such figures should be changed by the pupil into general, literal statement, and the difference of effect noted. For instance, compare these: "By the sweat of thy brow shalt thou earn thy bread."—By labor shalt thou earn thy living. How vague and elusive to the imagination is the idea of labor; but how striking, definite, and conspicuous is sweat on the brow; and the same may be said of living and bread.

(OUTLINE CONTINUED IN NEXT.)

HOW TO INTEREST PUPILS.

A teacher who can make school-work the most interesting is thought to have attained maximum skill in his art. And this is true if interest be taken in the true sense—in the sense that the pupil is attracted to the subject because he finds his life in it. There is but one legitimate means of interesting pupils, and that is to bring their minds face to face with the thought and life in the subject. There seems to be a popular delusion that to interest pupils is to amuse them. Speakers often announce with a flourish the whole secret of teaching—"Interest your pupils! interest your pupils!" which properly interpreted means to truly teach them;

and this makes interest involve the whole question of instruction. But if the speaker is pressed to explain, he does not tell us how to teach, having faith in that as the true source of interest; but advises us to invent games for the intermissions, to read attractive stories when we find interest failing, to have Friday afternoon oratoricals and invite the community, to keep a roll of honor, to issue rewards of merit, to publish percents, to stir up a spirit of emulation, and such other evil spirits as may be found to excite and arouse activity. And, to be more specific, they tell us, for instance, in giving a lesson on the number five, to bring into the school room five monkeys, or some other amusing objects, as an antidote to the monotony of the number drill. If the reading lesson is on "The black hen is in the lot," to bring into the school-room a real black hen; not because the object is new, but the situation is new, and will probably awaken a feeling of humor by the incongruity of a hen in a school room. This would interest them in the hen, if not in the lesson, and the teacher would thus accomplish her purpose of interesting the pupils. It ought to be remarked in justification, however, that when the teacher meets with such reading lessons as the foregoing he is really justifiable in stirring up all the hen yards in the neighborhood.

This leads me to say that when teaching is rote work and drill, or instructing on formal and dead matter, which has nothing of the pupil's life in it, as so often forced upon us by conventional courses of study and of books, the teacher is forced to use extraneous sources of interest. The teacher may arouse interest, yea, violent excitement, and yet leave room to question whether the instruction is not dead and the learning process without interest in itself. The activity of healthful learning is the highest joy of school life.

Every subject proper to present to the pupil contains the secret of its own interest. In fact, power to appeal to the student is the very test of proper subject matter. Where there seems to be an exception to the rule that each subject is the source of the necessary interest it will be found that something is wrong in the selection and arrangement of matter for the class to which it is given. To settle the question, it has been proved by laboratory experiments in the school room that removing external inducements, such as percents, causes no abating of interest. Out of the fullness of life and love of activity pupils work on with joy unceasingly; and with a quicker and firmer pulse because of the natural and healthful source of interest. To hold percents over pupils as a threat or as an inducement is not only unnecessary but positively vicious. Unless pupils find gratification in the subjects themselves, they will form no tendency to future study. The teacher has guidance of pupils but a short time; but in that time must set the current for all time. There is no greater evil in education than that of deadening the appetite for truth by urging pupils through the course by external pressure. Let the teacher shun such props, and rely on the natural impulse of the child to learn, and on the nature of the subject to gratify the impulse and the school will breathe easy and healthful.

SQUARE ROOT.

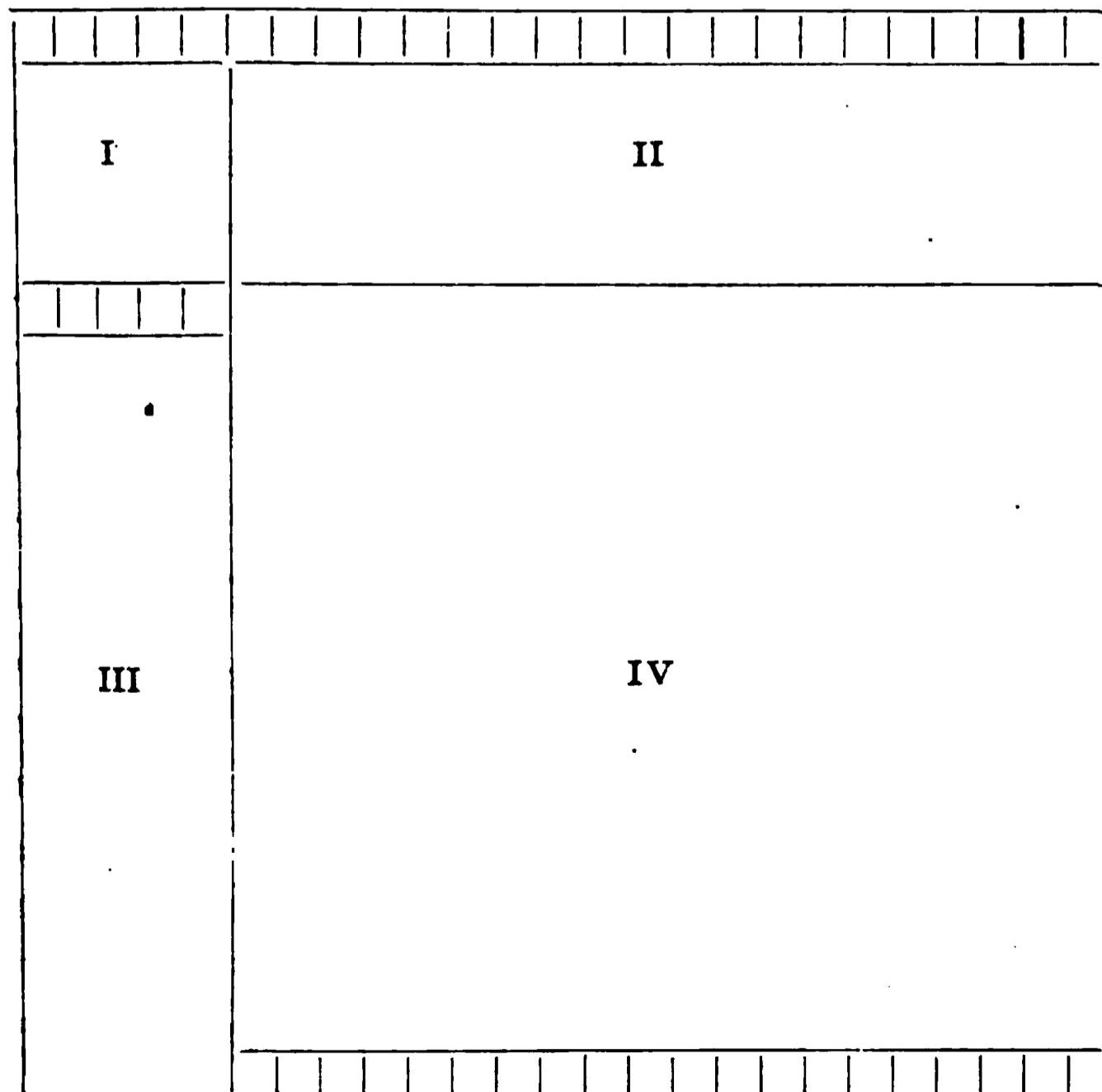
Square root is the reverse of simple multiplication and should be taught as such. So many pupils coming from our public schools are unable, after a short time, to give an intelligent explanation of square root, while no small number are unable to even go through with the mechanical process. I believe that the following plan,

or device, will obviate all difficulty. If well taught in this way the pupil will experience as little difficulty in remembering square root, as he will in retaining the process of addition or multiplication.

Let us trace the work both ways and see what will appear. The following is the simplest form of multiplication and will be readily understood by a pupil competent to begin the study of square root.

$$\begin{array}{r} 25 \\ 25 \\ \hline 25 \text{ (a)} \\ 100 \text{ (b)} \\ 100 \text{ (c)} \\ 400 \text{ (d)} \end{array}$$

a, is the product of the units. b, is the product of the tens by the units. c, is the product of the units by the tens. d, is the product of the tens.



We have here a figure 25 inches long and 25 inches

wide, of which the area is required. Along one side of this figure are 25 square inches. With this clearly in mind, the first step in the above process resolves itself into 5 times 5 square inches. The product, 25 square inches, is the area of (I) of our figure. Number one of our figure is 5 inches long and 5 inches wide. The second step in our process, tens by the units, resolves itself into 5 times 20 square inches. This gives us 100 square inches, the area of (II) of our figure. The third step, units by the tens, corresponds to (III) of our figure, which is 20 times 5 square inches. Finally we have the product of the tens, which corresponds to (IV) of our figure, 20 times 20 square inches. This being made plain, we may now combine the four products, showing the combined area of the four parts to be 625 square inches. The process may now be reversed and the fundamental principles of square root learned incidentally. This may be accomplished without even naming the process.

Let it now be required to find the square root of 625. The pupil will readily observe that the largest square in 625 is 400, the square root of which is 20. Lead the pupil to see that this is one side of (IV) of the figure. 20 square inches multiplied by 20, the length of the other side, gives us 400 square inches, the area of (IV.)

To extend (IV) and still retain a square, we must add to two sides. The combined length of our additions, therefore, will be 40 inches, or the combined length of (II) and (III.) The well known principle, that the area of a figure divided by one side gives the length of the other side, will now be applied. By the application of this principle we find the width of (II) and (III) to be 5 inches. 5 times 40 square inches gives 200 square inches, the area of (II) and (III) of the figure.

It is now obvious that the corner square is 5 inches long and 5 inches wide. 5 times 5 square inches, gives 25 square inches, the area of (I).

The form of this should be as follows:

$$\begin{array}{r} 625 \ (20+5=25) \\ 20^2 - 400 \\ \hline 20 \times 2 - 40) \ 225 \\ 200 \\ \hline 25 \\ 5^2 - 25 \end{array}$$

I insist upon the above form until the pupil is familiar with the principles of square root. Labor-saving methods are never allowable until principles have been thoroughly fixed. I have omitted details as not essential to a discussion of this character.

J. V. ZARTMAN.

EDITORIAL.

THE *Indiana Journal* for Indiana teachers.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

RUSKIN said that the man who knows where he is, where he is going, and what he had best do under the circumstances, and who has his will so subdued that he is ready to do what he knows he ought to do, is educated; and the man who knows not these things is uneducated, although he could talk all the tongues of Babel.

SPECIAL ATTENTION is called to Mrs. Campbell's article on History in this issue of the JOURNAL. Although in the primary department the article treats of grammar grade history. Mrs. Campbell's preceding articles on primary history have been so suggestive and helpful that she had numerous requests to give her plan as to the work in the higher grades. Every teacher in whatever grade should read these articles.

BEFORE this issue of the JOURNAL reaches its readers the trustees will have selected county superintendents for the coming two years.

As trustees now hold office four years the same trustees that made appointments two years ago make the appointments for this year. As a matter of course and as a matter of right there will be an unusual number of reappointments. When trustees and politics changed every two years it was the rule to change about one-half the superintendents. The prospect at this writing is that at least three-fourths of the present superintendents will be retained.

A NOBLE DEED.—Thomas M. Reveal, a prominent farmer of Marion County, died recently, leaving a bequest that will amount to several thousand dollars with which to establish a library in his township. The will provides that the library and its finances are to be under the control of the township trustee, assessor and justice of the peace. This is a generous gift and one that will be appreciated by the whole community. How can a man better hand down his name to posterity and in what better way, after providing for his family, can he dispose of his money? Go thou and do likewise.

TEACHERS' LICENSES.

Various letters of inquiry denote that teachers as a rule do not fully understand the law in regard to the "exemption licenses" and to give the desired information the following extract from the law is given:

"The act provides for the usual methods of examination and issuance of six months', twelve months', twenty-four months,' and thirty-six months' licenses and adds these provisos:

"Provided, that a six months' license shall be regarded as a trial license, and that no person who hereafter receives a six months' license in any county shall be again thereafter licensed in said county unless he obtains a grade which shall entitle him to receive at least a twelve months' license. And provided, that any person now possessing a thirty-six months' license, whose next consecutive license shall be for a term of thirty-six months, or any person who hereafter shall receive two licenses in succession each for thirty-six months, may receive, at the expiration of such several licenses, a license for the term of eight years upon such an examination held by the county superintendent as may be prescribed by the State Board of Education, and such license shall issue only upon the approval of the State Board of Education and shall be styled a professional license, and shall entitle the holder to teach in any schools of this State. Provided, that any person who has taught for six consecutive years in the common schools of this State, and now holds a three years' license to teach therein, or who, having previously taught for six consecutive years, in said common schools, and shall hereafter obtain a three years' license to teach therein, shall be forever afterward exempt from examination so long as he or she shall teach in the common schools of the county in which said three years' license was obtained; but if such person shall, at any time after said exemption accrues, suffer a period of one year to pass without having taught one full school year in the common schools

of the county within said period, then said exemption shall cease at the option of the county superintendent. And if such person shall, during such exemption, seek employment to teach other or higher branches in the common schools of this State than those branches which were included in the examination upon which said three years' license was issued, then he or she shall be examined in such additional branches: provided, that said county superintendent be authorized to issue an exemption license upon proper affidavit or affirmation of said applicant, and that said exemption license be subject to the same legal limitation as other licenses issued by the said county superintendent."

THE JOURNAL has favored these exemption licenses, and still favors them, but is surprised to find that many county superintendents oppose them. Superintendents say that when a teacher secures his exemption from examination he seems to lose his professional interest. A superintendent recently told the writer that out of eighteen exempted teachers in his county only four attended the county institute. Similar reports have come to the writer from a great many counties. THE JOURNAL regrets to record such facts, and is glad to believe that all teachers are not faithful and progressive simply because they are compelled to be.

COLLEGE PRANKS.

The infamous outrage recently perpetrated on the junior fraternity students of Delaware College, Ohio, cannot be condemned too severely and yet is only a little worse than pranks played in other colleges by young men who belong to good families and who claim to be respectable.

The prank referred to above consisted in capturing the victims and branding them. The faces of the unfortunate young men present a horrible spectacle with the letters D. O. A. printed and burned on each cheek and chin and the pictures of horns on the forehead. After these characters had been painted they were burned in with nitrate of silver which will disfigure the unfortunate young men for life. The fiends who perpetrated the "big joke", as they call it, were dismissed from college and prosecuted under the law. The Ohio Legislature has since passed a law making such "jokes" liable to a heavy fine and imprisonment.

Every one likes or ought to like a good joke, and every one likes or ought to like to see boys have a good time; but a "good time" for civilized people ought not to mean pain, or loss, or serious discomfort to some one else. The person who can enjoy himself at the expense of some else ranks low as a social being and he needs christianizing more than he needs Latin or astronomy. It is a mystery why college boys will occasionally indulge in conduct that is a disgrace not only to the institutions of which they are members but to civilized communities.

If college faculties would summarily expel these gross offenders with-

out regard to their respectable connection, they would be upheld by public opinion and at the same time sustain the good name of the colleges.

FT. WAYNE VS. TERRE HAUTE.

The State Board of Education, as is known, is made up exclusively of *ex-officio* members, *i. e.*, members are not appointed or elected to the position, but are such because they hold certain other positions. It is made up of the Governor, the State Supt., presidents of the three State Educational Institutions and the superintendents of the three largest cities in the State. The size of the cities is determined by the enumeration of the children of school age each year. The three cities represented on the Board most of the time since the law was enacted have been Indianapolis, Evansville and Ft. Wayne. A few years ago, however, Terre Haute came in ahead of Ft. Wayne. Since that time the contest between the two cities has been very close. For the last year or two Ft. Wayne has shown the larger population as a whole, while Terre Haute has shown the larger school enumeration. In the last enumeration the Ft. Wayne authorities reported 14,782, but County Supt. F. J. Young was not satisfied with the report and had the enumeration retaken. The second count fell about 3,000 short of the first. Suit was instituted against Supt. Young to require him to accept and report to the State Superintendent the first enumeration. A change of venue was taken to Wells County and the case has just been decided against Mr. Young on the ground that when the proper authorities made their report to him in proper form and properly certified to, he had no right to retake the enumeration; in other words that in this case the superintendent is not a judicial officer. The case has been appealed to the Supreme Court and in the meantime it has been determined that Supt Irwin of Ft. Wayne shall take the place on the State Board of Education, of Superintendent Wiley of Terre Haute. Terre Haute enumerates 14,641, only 141 less than the number as reported from Ft. Wayne. As the numbers reported from the two places are so nearly the same the JOURNAL suggests that it be declared a tie and both places be given a representation on the State Board. In this way the State would have the services of two good men instead of one.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED FOR APRIL.

THE AUTOCRAT OF THE BREAKFAST TABLE.—1. What do you think the author meant by the statement that "knowledge and timber shouldn't be used till they are seasoned?"

2. What did Dr. Holmes mean by the "hydrostatic paradox of controversy?"

3. What is Holmes's estimate of self-made men?
4. Explain the meaning of this quotation from the Autocrat, "Laughter and tears are meant to turn the same machinery of the sensibility; one is wind-power and the other is water-power."
5. Give the meaning of the comparison of the two kinds of poets to the two kinds of blondes.
6. What allusion is made to the boyhood of James Russell Lowell?
7. Quote a stanza or a sentiment from "Latter-day Warnings."
8. What is the meaning of the following; "The Royal George went down, with all her crew, and Cowper wrote an exquisitely simple poem about it; but the leaf which holds the lines on his mother's portrait is blistered with tears?"
9. State in your own words the substance of some pedagogical lesson you have obtained from the reading of the Autocrat of the Breakfast Table.
10. Make a quotation and justify your selection by a statement of its value.
(Applicant to answer any six.)

GEOGRAPHY.—If you wanted to teach your pupils in geography by means of characteristic pictures, what would you show for Pittsburgh? New Orleans? Illinois? Italy? Transvaal?

2. Name the States which border on the great lakes, and locate their capitals.
3. How would you proceed to teach the size of New York City?
4. Name a list of physical conditions in a country which would insure it to be owned by an intelligent, hardy and progressive people.
5. What could be done for a class of pupils with a piece of anthracite coal in the hands of a teacher?
6. Bound Austria, and give its form of government and some account of the character of the people.
7. Draw an outline map of California.
8. What use would you make of geography while teaching the subject of history?

- PHYSIOLOGY.**—1. Define protoplasm.
2. Describe in detail any unicellular animal you have seen.
 3. Of what use is the skeleton, and where is it located?
 4. Describe cartilage; where is it found?
 5. What is fatigue? How is it caused?
 6. How does the capacity of the capillary blood-vessels compare with the remainder of the circulatory system?
 7. Make a sketch of the plan of a glan1.
 8. Describe the stomach, and explain the functions of the different parts.
 9. Describe the vocal apparatus.
 10. How are sensations of smell produced?
(Seven out of ten.)

ENGLISH GRAMMAR.—1. The view has been advanced that, to call the attention of pupils to incorrect language forms for correction, is a hindrance to the mastery of correct forms. What is your opinion?

2. Name the properties of the noun, and tell what each denotes and state how this is shown.
3. Give an example of each use of the compound personal pronoun.
4. In what sense may verbs be said to have person and number?
5. Make clear the difference in meaning between these sentences:
 - (a) If he were here, we should return at once.
 - (b) If he was here, nobody saw him.
6. Write a discourse of from one to two hundred words on any of the following subjects: Voluntary attention; how to teach language in the primary grades; the value of historical study; the excellences and the defects of Indiana's school system; recent tendencies in education.
7. What do you regard as the principal defects in teaching grammar?
8. Why are certain forms called the principal parts of a verb? Give the principal parts of the following: Begin, know, sting, shine.

READING.—'Tis not enough the voice be sound and clear,
 'Tis modulation that must charm the ear.
 The voice all modes of passion can express
 That marks the proper words with proper stress.
 But none emphatic can that actor call
 Who lays an equal emphasis on all.
 Some o'er the tongue the labored measures roll,
 Slow and deliberate as the parting toll:
 Point every stop, mark every pause so strong,
 Their words, like stage procession, stalk along,
 All affectation, but creates disgust,
 And e'en in speaking we may see. too just. —*Lloyd.*

1. In assigning the quotation above for a reading lesson, what would you tell your class to do? 10
2. State the difference between grammatical and rhetorical pauses. 10
3. What would you do to insure good articulation on the part of your pupils? 15
4. What attention would you give to breathing exercises preparatory to the recitation in reading? Why? 15
5. Tell how you would conduct an exercise in supplementary reading. 15
6. Is the plan of marking emphatic words in the reading lesson beneficial to the pupils? Why? 10
7. Read a selection indicated by the Superintendent. 25

- U. S. HISTORY.**—1. Write a sketch of the administration of Benjamin Harrison.
2. Give an account of the growth of the modes of communication since the Revolution.
 3. In whose administration were the Alien and Sedition laws passed? State their purpose and how they were received by the people.
 4. Give an account of the battle of Gettysburg, stating the special reasons why it was fought, and the special advantages which followed from the battle.

5. Give an account of the impeachment of Andrew Johnson, stating the reasons for the impeachment and the result of the trial. What body tries impeachments?

ARITHMETIC.—1. Annexing the figure 7 to the written number 354 is equivalent to what processes or operations performed with the number 354 as a base?

2. Assume the dimensions of the room in which you are to be 22 feet 6 inches long, 18 feet 9 inches wide and 13 feet high, what would be the cost of plastering the ceiling and four sides of the room at 30 cents per square yard?

3. If Smith should sell his farm for \$3,500, 20 per cent. of this money would be gain; would he gain or lose, and what per cent., if he should sell it for \$2,975?

4. A retail bookseller buys books at 20, 10 and 5 off, and sells at list prices. What per cent. profit does he make?

5. Jan. 1, 1885, a person borrowed \$4,835 at 3 per cent., promising to return it as soon as it amounted to \$5,000. On what day did the loan expire?

6. If a locomotive moves $\frac{5}{8}$ of a mile in $\frac{1}{2}$ of a minute, how far will it move in $43\frac{3}{4}$ minutes? Write out full analysis.

7. A square field contains 2,560 acres. Find the cost of fencing it at \$1.12 $\frac{1}{2}$ per rod.

8. Wheat is worth 90 cents per bushel, and a field yields 21 bushels per acre at a cost of \$16.75 per acre for cultivation. If the cost of cultivation be increased 20 per cent., and the yield be thereby increased 30 per cent., what is the net gain per acre?

SCIENCE OF EDUCATION.—1. Upon which of these three conditions of permanent remembrance would you rely most in teaching, and why: intense interest on the moment of learning, association of the thing learned with knowledge already understood, or frequent repetitions?

2. Which do you consider of most benefit to a child, the changes wrought in his capacities through study, or the information gained through study? Show how your belief in this particular will affect your methods and practices in teaching.

3. In the proper use of globes, maps and pictures in the teaching of geography, what powers of the child are chiefly exercised? Specify the particular use of each power or faculty in such teaching.

4. Sustain or overthrow the following proposition by a course of argument: In arithmetic teach processes before reasons.

ANSWERS TO PRECEDING QUESTIONS.

GEOGRAPHY.—1. For Pittsburg, pictures of foundries, machine-shops, coal-barges, glass-works, etc.; for New Orleans, a picture of the river front lined with many different kinds of vessels and steamboats, loading with cotton, sugar, etc.; for Illinois, a picture of a grain-field full of harvesters, a clover-field full of hogs, or a broad prairie; for Italy

pictures illustrative of the following: a volcano in eruption, the Vatican, a street of Rome, a street of Venice, etc.; for Transvaal, a river scene, with a hippopotamus and a crocodile in view, a forest scene, with the lion, antelope, ostrich, etc., in view, or a mining camp.

3. By locating it on ground that the pupils have seen and are familiar with, and by describing to them how much of this ground New York City would cover.

4. Abundant natural resources and water-power, convenient commercial facilities, and a surface diversified with hills, plains and valleys.

5. Its formation, nature and uses could be brought out; also where it was mined and the route it traveled to reach its destination.

8. In teaching history, geography should be used to trace and place the progress of events, and to investigate to what extent the nature of the country contributed to certain results.

PHYSIOLOGY.—1. The jelly-like matter of a living cell is called protoplasm.

2. They are microscopic, and seem to be composed of structureless animal material; they move by means of cilia, and are void of muscles, nerves or sense-organs. They are found in infusions that have been exposed to the air for some time.

5. Fatigue is weariness from bodily labor or mental exertion, and is caused by the power of the part in action becoming exhausted through long-continued exertion or through lack of proper or sufficient nourishment.

6. The capillaries, although very minute, are so numerous that their combined capacity is many times that of the remainder of the circulatory system.

10. In ordinary breathing, through diffusion, portions of the incoming and outgoing air reach the olfactory end-organs. The odorous particles are thus conveyed to the living membrane, and the sensation of smell is experienced.

GRAMMAR.—1. The view is erroneous. A contrast between the correct and the incorrect forms, with a thorough understanding of each, is not a hindrance, but a great assistance to the mastery of the correct forms.

2. *Number*, denoting whether one object is meant or more than one. *Gender*, a distinction in regard to sex. These two properties are shown by the use of different words or by a change of form of the same word. *Person*, denoting whether the object is speaking, spoken to, or spoken of; it is apparent from the context. *Case*, the relation the noun sustains to other words; the nominative and the objective cases are told only by the relation, and the possessive case is shown by the possessive sign or signs.

3. It has two uses (*a*), *reflexive*, as, "I know myself now"; and (*b*), *emphatic*, as, "I, myself, did it. Tennyson in one line has both uses,— "And I myself sometimes despise myself."

4. "Since the verb is the part of speech used to say something about some person or thing, it is evident that the assertion may be made under

various conditions as to the actor and the receiver of the action, the intention of the speaker, the time referred to, the number of persons or things concerned, and the person (grammatical) of the subject." In the sense that verbs are inflected, or helped by auxiliary verb to express these relations, they are said to have person and number, etc.

5. In the first the subordinate proposition is conditional or hypothetical, and is properly expressed by the use of the subjunctive form of the verb. In the second, the subordinate proposition is intended to express a fact, and the indicative form of the verb should be used.

7. (a) Permitting the written lessons to be done in a slovenly manner; (b) the neglect of proper study and use of correct forms of expression; (c) the neglect of practice in composition; (d), the careless, aimless, unsystematic teaching of the subject.

8. Because these parts constitute the basis in making other forms of the conjugation.

READING.—1. (a) To discover the object the author had in writing the selection; (b) to enumerate the characteristics of good reading that are alluded to or expressed; (c) to enumerate the characteristics of bad reading or speaking that are alluded to or expressed; (d) to explain "labored measures," "parting toll," "stage procession," as here used; (e) to prepare the selection so as to be able to read it well orally.

2. Pauses introduced for the purpose of clearness are called grammatical pauses; they serve the same purpose in reading or speaking as punctuation marks serve in written or printed language. Pauses introduced for the sake of force are called rhetorical pauses; they may occur where there are or would be punctuation marks, or they may occur where the grammatical construction does not demand any punctuation mark.

3. Drill them regularly and frequently on exercises specially suited to develop the power of the vocal organs.

4. Where time and surrounding permit each exercise should be preceded by "breathing exercises" for thereby the lungs are put into a proper condition for continued use through several minutes without becoming weary or giving out. Special instruction to the pupils in regard to the regular inflation of the lungs during pauses is very important.

5. A very good way is to have a pupil read a portion of the selection while the others listen; the listeners should then be questioned on the subject matter read until it is satisfactorily recited or understood. Then let some one else read after which there can be more questions and comments; and so on.

6. Hardly so; better let the pupil, by a study of the selection, determine first for himself what words should be emphasized.

U. S. HISTORY.—1. In the first part of his administration, Congress being Republican, the McKinley bill was passed. There were also passed the Anti-Lottery Bill and the Dependent Pension Bill. In Utah Mormonism has been overthrown. Throughout the country many States have adopted ballot reform of some kind. At a cost of \$5,000,000

a new census has been taken and the population found to be 62,622,250. In the election of '90 the new Congress stood Democrats 229, Republicans 94, others 8. Early in '91, two noted men, Secretary Windom and Gen. Sherman died. In Congress there were passed the International Copyright Law, the Direct Tax Bill and the New Apportionment Act, (placing the number of representatives at 356). In February the New Orleans tragedy occurred. In April and May President Harrison made his famous trip through the south, west and northwest. In the fall occurred the Valparaiso incident. In the election of '92 the Democrats still held their large majority in Congress and gained the presidency. The unfortunate Homestead affair occurred in the summer of '92. Throughout the administration matters pertaining to the World's Fair have had much attention. The two Congresses, one Republican and one Democratic have each been called a "Billion Dollar Congress." Much advance has been made in the creation of a navy.

2. Communication by mail, by means of horses, was the chief way in the early history of our country. After the advent of the steamboat and the railroad the growth of mail facilities was immense. From 1837 to 1845 the telegraph was perfected, and now the wire used would measure over a million of miles. Next comes the telephone and its line would measure already more than 150,000 miles. The phonograph and the telautograph are two other late inventions that have to do with communication.

3. They were passed in the administration of John Adams. The Alien Law empowered the President to send out of the country, at short notice, any foreigner whom he might consider dangerous, and lengthened the time requisite to becoming a citizen of the United States to fourteen years. The Sedition Law limited the freedom of the press to criticise the government. Opposition to them was very strong. Fortunately, the Sedition Law soon expired by its own limitation as did the greater part of the Alien Law. Part of the Alien Law is still the law of the land. No act of repeal of either was ever passed.

4. Lee had invaded Pennsylvania with a great army and had come to fight. The south wished to push the war onto northern soil, and what she had lost in the West she hoped to balance in the East by victories over the Army of the Potomac. Lee's defeat was decisive and he had to fall back to the southern side of the Potomac. The size of the armies, the fierceness of the conflict, the magnitude of the victory created abroad a public sentiment that was of great advantage to the North. The Confederates suffered losses that they could not regain, while the resources of the North were yet abundant.

5. Andrew Johnson was impeached for violating a law called the "Tenure of Office Law" by dismissing Edwin M. Stanton from the War Department; for attempting illegally to seize the property and money from that Department and for declaring the Thirty-ninth Congress an illegal body. The trial resulted in his acquittal—the vote standing 35 for acquittal and 19 for conviction. The Senate tries impeachments.

with knowledge already understood, for the knowledge is made more nearly permanent by this condition than by any other. Intense interest without connection with related thought, or frequent repetition without any thought does not make ideas the permanent property of the mind.

2. The child derives the most benefit from the changes wrought in his capacities and we should direct our school work in the line of the development of the powers rather than in the storing of knowledge. In this development we can make a good thinker; in the cramming of knowledge we are dwarfing the mental faculties.

3. The memory and the imagination; the child recalls what it has seen that resembles part or all of the picture; it makes the picture real by imagination. Some pupils may be strong enough to use the reason in comparing and contrasting certain points and in bringing into action the law of the association of ideas.

4. The "processes" meant are used to develop the "reasons" that are meant; they should therefore be taught or performed first. A child can perform a mechanical process before he can comprehend the underlying rule or reason. In time he will be able to formulate the rule for himself and thus make it a valuable part of his own knowledge.

ARITHMETIC.—1. Annexing 7 to 354 is equivalent to multiplying it by 10 and adding 7 to the product, thus:

$$3547 = (354 \times 10) + 7.$$

2. The perimeter of the room is $27\frac{1}{2}$ yards, and the height is $4\frac{1}{3}$ yards.

$$27\frac{1}{2} \times 4\frac{1}{3} = 119.166\frac{2}{3} \text{ square yards in wall.}$$

$$7\frac{1}{2} \times 6\frac{1}{4} = 46.875 \text{ square yards in ceiling.}$$

Total, $166.041\frac{2}{3}$ square yards, which, at 30c, would cost $\$49.81\frac{1}{4}$. ANS.

(Note.—I have guessed the length of the room to be $22\frac{1}{2}$ feet. This point was so bad that it could not be read.)

3. $\$3500 \times .80 = \2800 . Cost.

$$\$2975 - \$2800 = \$175.$$

$$\$175 + \$2800 = .06\frac{1}{4}. \text{ Hence he would gain } 6\frac{1}{4}\%. \text{ ANS.}$$

4. 100% = list price.

$$100\% - 20\% = 80\%.$$

$$10\% \text{ of } 80\% = 8\%.$$

$$80\% - 8\% = 72\%.$$

$$5\% \text{ of } 72\% = 3.6\%.$$

$$72\% - 3.6\% = 68.4\%.$$

$$100\% - 68.4\% = 31.6\%. \text{ His gain.}$$

5. $\$5000 - \$4835 = \$165$.

$$3\% \text{ of } \$4835 = \$145.05.$$

$\$165 + \$145.05 = 1.1376$ years, or 1 year, 1 month, 20 days. Hence he will return it February 21, 1886.

6. In one minute it will move

$$\frac{1}{2} \text{ of } \frac{5}{8} = \frac{5}{16} \text{ miles.}$$

In $43\frac{3}{4}$ minutes it will move

$$\frac{175}{4} \text{ of } \frac{5}{16} = \frac{875}{16} = 29\frac{3}{8} \text{ miles. ANS.}$$

7. $4 \frac{1}{4} \times 2560 \times 160 = 2560$ rods of fence.
 $2560 \times 1\frac{1}{8} = \2880 . The cost.
 8. 30 % of 21 bu. = 6.3 bu.
 6.3 bu. @ 90c = \$5.67. Gain.
 20 % of \$16.75 = \$3.35. Increase of expense.
 $\$5.67 - \$3.35 = \$2.32$. Net gain.
-

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools,
 Direct all matter for this department to him.]

QUERIES.

469. A lady buys \$1 worth of postage stamps. She gets 3 times as many two-cent stamps as one-cent stamps, and the remainder of the dollar in three-cent stamps. How many of each kind may she buy?

COLFAX MARTIN.

470. A merchant losing $\frac{1}{2}$ of his stock by fire, sold the remainder so that $\frac{1}{11}$ of his sales was profit. What per cent. of the cost of an article was its selling price? What per cent. of the selling price was the cost? (108 pp. 335, Ind. Comp. Arith.)

ID.

471. A, B and C invest jointly \$10252. A's capital was in ten months, B's 14 months and C's 18 months. They gained \$6300, of which A received \$4 as often as B received \$5 and C \$3. B drew out \$4329 and absconded. What was each man's stock? How much did A and C gain or lose by B's withdrawal. (Ind. Comp. Arith., p. 284.)

GEO. F. LEWIS.

472. What is the "Western Reserve?"

M. WOOLERY.

473. How many stakes may be driven on a lot 15 feet square, no two stakes being closer than 15 inches from center to center?

JENNIE A. KING.

ANSWERS.

458. The square of the altitude equals $\frac{3}{4}$ of the square of one side.
 $\therefore 16 \times \frac{1}{4} =$ the square of a side.

$3 \times .15 \times \sqrt{\frac{1}{4}} = \2.078 . ANS. JENNIE A. KING.

459. 150 % (cost — \$10) = 130 %.

150 % — \$15 = 130 %.

20 % = \$15.

100 % = \$75. Cost.

J. C. CUNNINGHAM.

Another solution:

130 % — real selling rate, and

150 % — supposed selling rate.

Therefore the real cost is to the supposed cost as 150 to 130, or 15 to 13, and the difference is $\frac{2}{15}$ of the real cost.

Hence, $\$10 + \frac{2}{15} = \75 . ANS.

C.

460. Maine.

AUGUST BORRIES.

461. When a copulative verb is followed by the infinitive of the verb *to be*, or of some other copulative verb; the entire expression is called a strengthened copula (verb.) See Harvey's Gram., p. 149.

M. WOOLERY.

Strengthened verbs are generally of one syllable and of Anglo-Saxon origin, and form their past tense by changing the vowel sound of the theme; and their past participle by adding *n* or *en* to theme or the past tense.

ADDISON MAYFIELD.

462. Let 1 — A's share; then

1 — B's share,

2 — C's share,

3 — D's share, and by adding

121 — \$121 and

11 — \$21, A's share.

1 — \$28, B's share.

1 — \$33.60, C's share.

3 — \$38.40, D's share.

J. H. RISLEY.

463. $\frac{1}{2}$ oz. of copper displaces $\frac{1}{16}$ oz. of water, 12 oz. of cork displace 48 oz. of water, and both displace $48\frac{1}{16}$ oz. of water when immersed. Hence $48\frac{1}{16}$ oz. — $12\frac{1}{2}$ oz. — $35\frac{1}{2}$ oz. — the pressure to be exerted by the lead when immersed — $\frac{1}{2}$ of the weight of the lead.

Therefore, $35\frac{1}{2} + \frac{1}{2} = 39\frac{1}{2}$ oz. . Ans.

R. L. THIEBAUD.

CREDITS.

R. L. Thiebaud, 458-9-62-3: M. Robinson, 458-9-60-2; Hattie Pollock, 462; S. M. Davis, 462; M. Woolery, 458-9-61-2-3-4-7-8-56; Colfax Martin, 458-9-63; J: P. S., 459; A. N. Lozan, 458-62; Doll Wright, 458; Andrew Martin, 458-9-63; Walter and E. E. Vanscoyoc, 459; Cornelius Dilley, 444, 7; W. G. Greeson, 458; A. Borries, 460-2; J. C. Cunningham, 458-9-60-2; A. Mayfield, 461. Jennie A. King, 458-9; Alta Roberts, 462; Homer Greeson, 462; A. R. Huyette, 462; G. W. Schell, 458; W. H. Smith, 462; C. W. Shleppy, 459-62-58; Samuel Miller, 458; Frank Glaspie, 482; Geo. McBride, 462; Harriet Robbins, 462; A. Porter, 462.

MISCELLANY.

REPORT FROM THE READING CIRCLES—1892-1893.

COUNTIES.	No. Teachers in R. C.	No. Pupils in R. C.	No. Books read by Pupils.
Adams.....	103	33	100
Allen.....	175	500	725
Bartholomew.....	150	1580	4740
Benton.....	110	1950	5800
Blackford.....	55		
Boone.....	130	1500	2500

Brown	77	200	525
Carroll	140	88	256
Cass.....	140.	1200	3680
Clark.....	187	3005	21035
Clay	150	1425	1950
Clinton.....	126	1250.	2100
Crawford.....	90	825	2250
Daviess	152	100	200
Dearborn.....	125	1350	1635
Decatur.....	133	1623	6527
DeKalb.....	130	600	1411
Delaware	148	2500	6000
Dubois.....	150	1500	3100
Elkhart.....	278	3500	10500
Fayette.....	70	600	1100
Floyd.....	108	1500	4750
Fountain	123	2340	11750
Franklin.....	137	1950	2737
Fulton.....	110	2300	6900
Gibson.....	110	600	1800
Grant.....	140	2000	3800
Greene	176	701	1224
Hamilton	183	8000	38000
Hancock.....	175	1425	3550
Harrison.....	140	2500	7500
Hendricks.....	141	1000	2000
Henry.....	185	6500	26000
Howard.....	125	200	500
Huntington.....	175	2000	5000
Jackson.....	103	1695	2000
Jasper	75	1036	1873.
Jay		No Report.	
Jefferson	160	1179	3400
Jennings	115	1200	3500
Johnson.....	135	3300	16000
Knox.....	125	500	1600
Kosciusko	143	3867	15469
LaGrange	132	2227	6127
Lake	160	3218	7657
LaPorte.....	175	2675	3950
Lawrence.....	115	400	500
Madison	230	528	1321
Marion	235	2400	5000
Marshall.....	150	650	2215
Martin	104	243	730
Miami	148		
Monroe	50	85	115
Montgomery.....	240	4500	15700

Morgan.....	123	127	154
Newton.....	65	600	1680
Noble.....	164	2756	4818
Ohio.....	36		
Orange.....	92	200	600
Owen.....	119	311	534
Parke.....	142	2726	8859
Perry.....	127	878	1745
Pike.....	119	1150	3450
Porter.....	134	500	1475
Posey	130	50	200
Pulaski	108	450	1250
Putnam.....	165	1350	1919
Randolph.....	171		
Ripley.....	125	800	1600
Rush.....	60	300	1290
Scott	93	400	1200
Shelby.....	150	150	450
Spencer	131	325	687
Starke.....	66	768	3840
St. Joseph.....	116	1536	2280
Steuben.....	115	600	1000
Sullivan.....	130	37	60
Switzerland.....	100	50	160
Tippecanoe.....	149	3887	4027
Tipton.....	113	425	1210
Union	50	922	1095
Vanderburgh.....	71	400	1250
Vermillion.....	97	500	1780
Vigo	119	1480	5920
Wabash.....	158	6515	25678
Warren.....	75	116	182
Warrick.....	127	173	500
Washington.....	126	168	237
Wayne.....	195	2495	4200
Wells.....	142	713	2175
White.....	110	250	850
Whitley	110	2765	15128
<hr/>			
Total,	11916	124981	373775

WABASH COLLEGE.

The subjects of college study have been organized under the three departments of Philosophy, Language and Literature, Mathematics and Science. The department of Philosophy covers Philosophy, Biblical Literature, History and Sociology. The curriculum has been recast on certain definite principles, viz., a limited number of subjects, four on an average, for each student; 2, the number of hours as evenly divided

between the several subjects as possible, sixteen being the sum total given during the week; 3, all studies are required Freshman year, alternative elections are permitted Sophomore year, elective courses extend through Junior and Senior years, one-half the time in Junior year being assigned to these studies and three-fourths of the time in Senior year.

The following new chairs have been established: a chair in Biblical Literature, occupied by the President; a chair in History and Sociology, occupied by Prof Charles A. Tuttle, a graduate of Amherst College who received his degree of Doctor of Philosophy after studying in Heidelberg University, Germany, and has been for seven years professor in Amherst College; a chair in Oratory occupied Prof. James M. Chapman, of St. Johnsbury, Vermont, who has had fifteen years experience as an instructor in elocution and who is well known as a prominent platform reader in New England; a chair in Hygiene and Physical Culture, occupied by Prof. E. G. Horton, a graduate of Cornell University; since graduation he has been connected with the Detroit Athletic Club and instructor in Mathematics and Science in Detroit until his call to Wabash; an associate professorship in Philosophy occupied by Dr. R. J. Cunningham who will instruct Juniors and Seniors in Logic, Mental and Moral Philosophy while the President instructs the same classes in Introduction to Philosophy, Physiological Psychology, and History of Philosophy, thus making a strong department in this branch of study. The endowment of the college has been increased by \$65,000 during the past six months. A recent visit to the college confirmed the favorable reports in regard to the college and the popularity of the new president. Pres. Burroughs is not only doing a good work in the college but he is making himself felt throughout the State. He is a strong man and his view of the relation of the college to the public schools will greatly strengthen his hold upon the teachers of the State.

A SUMMER NORMAL is being conducted at Worthington by W. D. Kerlin and James H. Henry.

A SUMMER NORMAL will open at Bloomington, July 3, under the direction of A. K. Dowden, U. H. Smith and W. V. Moffett.

WABASH.—A teacher who recently spent some time in the schools writes: "The Wabash schools will do to imitate; they are excellent."

FOUNTAIN Co.—Supt. E. L. Meyers reports his school work for the past year as having been an improvement over any previous years. This is encouraging.

THE HUNTINGTON Schools under the supervision of R. A. Hamilton rank "away up." A friend who recently spent a day in them says "the Huntington schools are ideal."

HAMILTON COUNTY will be favored with another summer normal to be held at Noblesville, beginning July 17. The persons in charge are David Wells and John F. Haynes.

PORTER Co.—Superintendent Loring reports a prosperous school year. He has certainly worked up a good educational spirit in the

county. Out of nine townships six have nine-months schools, and the shortest term in any township is seven months. This is certainly a good showing.

RUSH CO.—Some of the teachers in this county are giving some excellent lessons on flowers. Each child is given a specimen, and required to make investigation for himself.

THE ADDRESS delivered by President Burroughs, of Wabash College, at the Northern Indiana Teachers' Association, has been printed in pamphlet form. It is excellent, and should have a wide reading.

MCCORDSVILLE will build a new \$6,000 school building, and expects to have it ready for next school year. J. W. Jay has been principal for the last four years, and has been elected for another year. He has just closed a very successful spring normal.

GEO. W. ELLIS, superintendent of Elkhart county, recently made an address on "Our Home Schools, and What Advice Teachers Should Give Pupils Who Go Away to School." It contains many good suggestions, and its usefulness has been extended by putting it in pamphlet form.

STATE SUPERINTENDENT VORIES has made his apportionment for May, and from it we take the following items: Amount of money to apportion, \$1,415,003.97; amount per capita, \$1.75; number of children between six and twenty-one years of age, 795,113; amount that goes to the State Normal School, \$15,000.

BLUFFTON.—The Bluffton Banner gives the schools of that place a three column "write up" and pays Supt. W. P. Burris a flattering compliment. The unity of effort and harmony of purpose which have characterized the work have added much to the efficiency of the school. Supt. Burris just closed his second year in the place.

READOPTION OF TEXT-BOOKS.—The State Board, at a recent meeting, decided to adopt at the proper time, copy-books, readers, geographies and arithmetics, with the requirement that the copy-books and the first three of the readers be revised according to the suggestions of the Board. The Board also agreed to advertise for an "Intermediate Grammar."

WAYNE CO. makes a good report, as usual. The country schools run a uniform term of seven months each year. Teachers are paid according to their efficiency. The salary is determined not by the grade of licenses held, but by the "success," and "success" is determined by the work done and the professional interest manifested. T. A. Mott is the superintendent.

THE STATE BOARD OF EDUCATION at its last meeting granted licenses as follows; Professional licenses, B. W. Ayres, Dunkirk; F. F. Hostetter, Otwell; J. W. Jay, McCordsville; Andrew Martin, Akron; A. T. Reed, Winamac; Ida Webb, Covington. State licenses, U. S. Hanna, New Castle; Allie Linam, Leesburg; Geo. P. Weedman, Cannelton; Z. B. Leonard, Bloomington.

BLOOMINGTON has reduced the pay of its superintendent and teachers 25% and will continue the schools only five or six months next year. This is a bad showing for our State University town. It seems that indifference to school interests or bad management has brought about this state of affairs. The schools have been well conducted under the superintendency of C. M. Carpenter and the trustees or citizens or both are at fault.

THE INDIANA NORMAL at Covington is enjoying an unprecedented term of prosperity. The highest enrollment ever before reached in a term was ninety-five; the enrollment at present is *one hundred and sixty*. The new president, C. W. Burton, is determined to make the school worthy of liberal patronage. He already has a corps of excellent teachers, and will add to them as the school increases. A new building is to be erected, and all the facilities for a first-class school will be provided as demanded. The summer term will begin June 12.

COMMENCEMENT SEASON is here, and THE JOURNAL is glad to acknowledge the receipt of numerous "programs," some of them exquisite in design. It would be glad to acknowledge the receipt of all of them specifically if space would permit. It is interesting to note the great variety of subjects employed for commencement exercises. While many of them are practical, and within the grasp of the average high-school graduate, many of them, in their very nature, are outside the range of thought and reading of the average school boy and girl, and what is said must of necessity be "second-hand."

THE COUNTY SUPERINTENDENTS' STATE CONVENTION will meet in Indianapolis June 13, 14 and 15, with headquarters at New-Denison Hotel. The meeting will be held in the State House. The following interesting subjects will be discussed: In what way may the superintendent be most helpful to teachers? How interest the people in the word of the schools? What should the superintendent learn from the manuscripts of the bi-monthly examinations? Purposes of the institute and character of work. "Other evidences" to be considered in licensing teachers. The Reading Circle work for 1893-4. A large attendance is expected.

RIDGEVILLE COLLEGE.—As is known to many this college was built by the Free Baptists, but not being able to endow it, and not being numerically strong, they were unable to conduct it successfully, and one year ago generously turned it over to the congregationalists. The new owners have taken hold of it with earnestness, and propose to make it a first-class school, worthy a liberal patronage. It already has a good corps of instructors, which is to be strengthened. While it is under the control of a denomination, and will be conducted under Christian influences, it will not be sectarian in any narrow sense. A letter to the secretary will secure all desired information.

PERSONAL.

ROBERT SPEAR will continue at the head of the Evansville High school.

JOHN F. HAYNES has again been re-elected superintendent at Noblesville.

CHAS. L. PULLIAM has been re-elected principal of the Rockport High School.

G. B. COFFMAN has been elected superintendent at Mooresville for the coming year.

J. W. LAYNE has been re-elected Supt. of the Evansville schools for another year.

W. D. KERLIN has been elected superintendent of the schools at Worthington.

J. H. TOMLIN has been re-elected superintendent of schools at Rockport for a third term.

J. B. EVANS has been re-elected superintendent of the Rising Sun schools at an increased salary.

W. S. ROWE, a DePauw graduate, will remain another year as principal of the Rising Sun high school.

A. H. SHERER, principal at Carthage, will open a summer normal there June 5 to continue six weeks.

J. B. LEONARD has been elected Superintendent of schools at Bloomington, vice C. M. Carpenter, resigned.

A. C. GOODWIN, formerly well known in this State, is now president of the South Kentucky College at Hopkinsville.

W. S. ALMOND, after serving five years at Salem, resigns to accept the superintendency at Delphi at a better salary.

C. H. WOOD and wife will spend the summer vacation at Winchester. They will return to New Harmony next year by a unanimous vote.

L. O. DALE declined to be a candidate for re-election to the superintendency of Wabash County but expects to continue in the school work. Mr. Dale has ranked high as a Supt. and is likely to rank high in whatever work he engages.

JAMES H. HENRY declines a re-election at Oakland City to accept the superintendency of the Warsaw schools. It will be remembered that Mr. Henry was the candidate on the Republican ticket for the State Superintendency. He was formerly superintendent of Martin County and has a good record and a bright future before him. It is understood that his salary will be \$1500.

BUSINESS NOTICES.

SEE the advertisement on another page of Silver, Burdett & Co.

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SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

IN THE NORTH GALLERY, Manufactures and Liberal Arts Building, all educational visitors to the World's Fair will find, for free distribution, a programme of the N. E. A., together with a plan of the fair grounds and a correct map of Chicago, at the Educational Map Exhibit of Rand, McNally & Co.

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THE ADVANTAGES TO BE DERIVED FROM HAVING AMERICAN LITERATURE READ IN THE PUBLIC SCHOOLS OF THE U. S.

PRIZE ESSAY BY IRVING KING.

In order to understand what advantages or disadvantages, are likely to accrue to an institution or an organization from a contemplated measure we must know the principle and purposes of the organization. If we would understand the advantages to be derived from having American literature read in our public schools we must find the primary purposes of our school system and then see what our literature may do in accomplishing these purposes.

The public school, a necessity to any civilized nation, is peculiarly essential to our welfare since freedom and self government can be given to those only who know how to use them. One of the primary purposes of the public school then is to make good citizens; yet in doing this the personal welfare of the child is to be considered also. Therefore, there are two parties to be benefited by our schools, the State and the child. Let us look at the effect on the State of the child's training in literature.

True national literature is a manifestation of the nation's highest ideals and aspirations. The study of it develops the spiritual side of our natures. This development is especially needed in our schools of to-day, for one of the great dangers that threaten our existence is materialism. The school must give the child something more than merely power to take care of himself if it would make him a good citizen. He must have his country's fundamental principles and ideals woven into his nature. His spirit must be made to conform to the spirit of the whole before he can be a part of the whole.

Our education is suffering greatly from the materialistic tendencies of the present. We are beginning to forget that "man shall not live by bread alone." A country founded exclusively for money-making purposes cannot be permanent. The foundations of a truly great country must rest deep in the hearts of all its people and be nourished and strengthened by unfailing springs of pure patriotism. It must embody certain ideal, spiritual principles for which men can afford to live and die. Thus was our government founded. But in order to retain our original character the principles of our founders must be instilled into the children of all succeeding generations.

Patriotism must have a distinct place in the schools. However, it could not be obtained by a study of it as such. Neither does it come from a sudden call of duty or from times of distress. It is a growth, a gradual development, that needs careful and constant nourishment. In no better way can we train our children in the spirit that moved our fathers than to allow them to drink deeply during their school days at the fountain of American letters from which issues all that is grandest and noblest in our aims as a nation.

The ancient Greeks recognized the necessity of thus

cultivating patriotism. The epics and tales of the past were made familiar to all. The hearts of their youth beat wild at the recital of the deeds of Achilles and the crafty Odyssus and they longed to show themselves worthy of such ancestors. With such sentiments as those master-pieces of national literature gave them, is the result of the battle of Marathon surprising, or are the scenes at Thermopylae strange?

May it be thus with us and it will be. American thought will surely, if rightly admitted to the minds of our children, fill them with the highest conceptions of our country and its needs.

Our schools are also an important factor in unifying our mixed population, which, composed of so many foreigners, types, races and religious sects, needs something to infuse into all its parts the spirit of the whole, to unite them into one body politic. Here American literature may have a vast deal of influence. One thing that is absolutely essential in Americanizing foreigners is that they should learn and use our language. By cultivating in our foreign children a taste for our best writings, we will at length secure to them a better and more accurate knowledge of our language than is possible in any other way; and they, coming into touch with our best thought and through it receiving our spirit, will be transformed into true Americans.

Again, by means of our literature, all may draw their ideals of our country from the same source; through it, all may honor and respect the same men and emulate the same deeds. If so, then all must be practically of the like sentiment regardless of physical and race differences.

Thus by kindling in our pupils a love for our literature we may further the highest purposes of our schools, since it may develop a general spirit of patriotism and

help us to assimilate our foreign population and bind all together in one nation.

Let us now consider briefly the advantages which the pupil individually derives from such reading.

By the development of patriotism and other noble ideas in the child his better nature is unfolded and his spirit placed more nearly in accord with the spirit of the universe.

Patriotism is not, nor does it cause, a vulgar pride in one's country. But until national ideals and sentiments are grasped, one cannot hope for universal freedom.

Through our literature also the child can best be given a taste for good reading since in it he shall find embodied the life and customs with which he is more or less familiar. He can thus readily appreciate its meaning and value.

In no country, moreover, is there so great a variety of standard works, owing perhaps to our physical conditions and mixture of race. Consequently by the study of no other literature can there be gained so broad a foundation for character.

All that has been found to be wise, beautiful and holy in the past has been uttered again by American lips. By having American literature therefore read in our public schools we open to our children the entire world and that from a true American standpoint.

CHESTER, IND.

REPORT ON THE SUBJECT OF COMPULSORY EDUCATION.

(C) By Supt. T. J. Charlton, of the Indiana Reform School for Boys, to the Southern Indiana Teachers' Association, at New Albany, Ind., Thursday, March 30, 1893.

When I was invited to discuss before this Association the subject of "Compulsory Education," I addressed a circular letter to all the County Superintendents of

our State asking for their views as to the necessity of some Compulsory Educational Laws in Indiana. Ninety seven per cent of them favored a compulsory education law and but three per cent. opposed it and that opposition was because it was "bad politics." At the same time I wrote to the Superintendents of Public Instruction in all the States and territories to ascertain from them the status of compulsory education in the several States and I herewith give you in alphabetical order the summary of these reports from States.

There are no laws on the subject in Arizona, Alabama and Arkansas. California has a stringent law requiring children to attend school from the ages of 8 to 14 years for a period of at least twelve consecutive weeks of each year. Provision is made for a "Census Marshal" to enforce the truancy laws. California has also a uniform system of text-books. These are supplied to the pupils at cost.

Connecticut requires children to attend two years longer than California, viz: from 8 to 16 years, a period of eight years. Indigent pupils must be supplied with text-books free of cost. This providing the children of the poor with free text-books should be done in every State of the Union.

Delaware has free text-books but no compulsory law as to school attendance.

Florida and Georgia have no compulsory laws. In Georgia there are no Public High Schools for the reason that the constitution restricts public school education to the elementary branches. A law to add physiology to branches taught in the schools of Georgia was recently vetoed by the Governor on the ground that it was not a necessary part of education.

Idaho has no law on the subject. Illinois has a rigid compulsory education law which, because of the objec-

tions urged against it by friends of parochial schools, was made an issue in the political contests in the State in 1890 and 1892. The feature of the Illinois law that was so objectionable was that which required that "the English language shall be taught in all the schools of the State." To an American it is a mystery why there should be any objection to the compulsory law of Illinois.

Iowa has no compulsory law but Kansas requires an attendance on the part of all children between the ages of 6 and 14 years of twelve weeks each year. In Iowa there is no provision for free text-books.

Kentucky, Louisiana, Maine, Maryland and Mississippi have no Compulsory Attendance Laws.

Massachusetts has had for many years a Compulsory Attendance Law. Children from 8 to 14 years must attend for thirty weeks each year but text-books are not free there. This law is popular and no one ever objects to it.

Michigan has a Compulsory Law similar to Massachusetts, relative to children from 8 to 14 years of age but requiring only four months attendance, while in Massachusetts seven and a half months attendance each year is required. As to free text-books, in Michigan that is made optional with the voters of each district. However, indigent pupils must be supplied with free-text books.

Minnesota and Missouri have no laws on this subject, but Montana has a good Compulsory Attendance Law.

Nebraska requires all children from 8 to 14 years to attend school twelve weeks each year and text-books are free to all pupils.

Nevada also has a Compulsory Education Law but like a great many other laws in that almost vacated commonwealth, it is not enforced.

New York State, nominally, has a Compulsory Law

which is a dead letter and all the recent attempts to improve its efficiency have failed.

North Carolina has no laws on attendance, while both North and South Dakota have good Compulsory Laws requiring an attendance of all children from 8 to 14 years of twelve weeks each year.

Ohio has a good Compulsory Attendance law requiring attendance of all children from 8 to 14 years for twenty weeks each year and all children from 14 to 16 years who cannot read and write the English language must attend school one-half of each day or must attend a night school. The enemies of the law carried it into the Courts but the law was declared to be constitutional.

Oregon has a good Compulsory Law requiring twelve weeks annual attendance for all children from 8 to 14 years. I learn to my surprise that the great State of Pennsylvania has no Compulsory Education Law, while little Rhode Island requires all children from 7 to 15 years to attend school weeks twelve in each year. The truancy laws are strictly enforced in Rhode Island. Free text-books are supplied only in the two principal cities.

South Carolina fifty years ago, through her distinguished orator Hayne, claimed to be ahead of Massachusetts but to-day there is a wide difference. One is in the front ranks in her educational work and the other brings up the rear.

Tennessee has no Compulsory Law, while Texas has had a Compulsory Education Law for thirteen years but it is not enforced.

Virginia and West Virginia, like South Carolina, bring up the rear in the educational procession, while the Green Mountain State has a Compulsory Education Law requiring of children 8 to 14 years of age twenty weeks attendance each year.

Mormon Utah, much as we ridicule it, has a good Compulsory Educational Law.

The District of Columbia has had a Compulsory Education Law for many years but it is not enforced. Just here let me say that in no part of our country is a child considered of so little value as in Washington City. I have seen children wearing a penitentiary uniform in the work house of the District for no other crime than playing on the lawns of the government grounds. I called up the Superintendent and asked him if it was possible that a child should be incarcerated in a work house for that offense and he said it was too true. Is it any wonder that a Compulsory Education Law should be a "dead letter under these circumstances?

In no State has the matter of a Compulsory Education Law caused so much agitation as in Wisconsin. The State passed what is known as the "Bennett Law." It provides that all the children of Wisconsin from 7 to 13 years of age shall attend some school for twelve weeks of each year. All at once, about the beginning of a political campaign, a crusade was inaugurated against the law because of this provision, viz: "No school shall be regarded as a school under this act unless there should be taught therein as a part of the elementary education of children, Reading, Writing, Arithmetic and United States History in the English language." I am reliably informed that there are communities in that State where no one speaks our language and it was to the ignorance and prejudice of these communities that an appeal was made to overthrow the Bennett Law. When the deed was done there was wild rejoicing among these classes and then there was a wild rush for all the offices of the State. In one short year proud Wisconsin left her place in the van of the educational march and took her place in the extreme rear. It was a triumph of demagogism

over patriotism. As an American I blush to see any State of this Union where a law, decreeing that its children shall be taught the English language, is not allowed to stand. Where is there such a language as ours, rich in all that goes to make a language great? The sun does not shine upon any extensive domain where it is not spoken. It is said that the sun never sets on the British flag. The same is true of the English language. We are all trying to teach loyalty to the children of our land. Text-books are prepared for that especial purpose. On my way to this beautiful city I saw waving over nearly every school-house the flag of our country. The little brown hands of our children help each morning to raise it to its place on its flag staff and there it waves as a symbol of law and loyalty.

What we need is a revival of loyalty to our language. Whatever may be the choice of parents who come to us from other lands, their children should be taught the English language. The friends of parochial schools in the old States that have had Compulsory Laws for so many years are never heard to complain of them. The laws are helpful to such schools even more than to public schools. It is only in the States where these laws are adopted for the first time that there arises any opposition to them. Such victories are short-lived. Before long we will all live to see the principles of the Bennett Law established in every State and Territory of this country.

I have consulted the friends of parochial schools in this State as to Compulsory Attendance Laws. The only objections against such laws that I ever heard advanced were these two:

1st. That no Compulsory School Law should attempt to place the civil power over the consciences of any religious denomination, nor should such laws attempt to

place civil authorities over parochial schools. I assent to these objections but a properly framed Compulsory Law does not conflict in these respects.

2nd. That the tendency of Compulsory Education Laws is to supplant parental authority.

In Rome "in the brave days of old" parental authority was so unlimited that a parent under certain circumstances could take the life of his child and meet with public approval. Every law restricts parental authority. In this State there is a law that organized the "State Board of Children's Guardians." It is the first law ever passed in our State to specially protect the children by the strong arm of the law. It takes a child from criminal parents and puts it in a home where it has pure surroundings. Parental authority is a good thing if properly exercised. It is very vicious if not in proper hands. Every teacher is familiar with parents whose influence, like the fabled Upas tree, is poisonous. The work in which I am engaged has taught me the full extent of evil influences proceeding from some of the homes of our land. In the past thirteen years I have had under my control at the Reform School for Boys thousands of boys who, at heart, were naturally as good as any boys in the land; but, through neglect, over-indulgence, truancy, idleness, through the control of parents wholly unfit to have the custody of these children, the lives of these boys were thus early wrecked. So I have very little patience with this sentiment that would throw a sacred halo about "parental control." On this question *I am a Spartan.* Wherever bad homes exist and it is self-evident that the children are being educated for lives of crime, I would like to see the strong arm of the law reach and rescue them. The tax for common school education is levied upon those who have no children as well as upon those who have children. But few

grumble at paying such taxes if the money is economically and wisely expended. It is levied upon all the citizens of a State because the State is vitally interested in the education of its children in all those branches needed to make good citizens. The only basis for objection to this general system of taxation is that after the State levies these taxes to educate its children *it does not compel all to take advantage of the school privileges so secured.* The school is a miniature State. In it our children are taught obedience to rules which in after years secures obedience to law. They are given that discipline which subsequently gives them success in business life. They acquire knowledge which fits them for citizenship. Our schools teach industry and self-government, and prevent the evils resulting from idleness and ignorance. The only persons who can possibly object to the passage of Compulsory Attendance Laws are the politicians who fear such crusades as took place in Illinois and Wisconsin. With such people it is not a question, "Is it right?" but rather "Is it expedient?" Horace Mann said, "Jails and prisons are the complement of schools." The fewer schools the more jails and prisons. There is no doubt that a proper education is one of the strongest agencies in suppressing crime. *The criminal classes are not the educated classes.* Take the boys sent to all the Reform Schools of this country as an illustration. As a rule they are very illiterate. Nearly thirty per cent. cannot read or write when they enter the school. Fifty per cent. are below the third year grade and 95 per cent. are below the fifth year grade. It is the same in prisons. Take up the reports of states prisons and you will be surprised to see that only about 20 per cent. of the prisoners can read and write. This has been used as an argument that our ordinary education given in the common schools does not diminish crime. But here a great

error is made. The great majority of these who are reported as being able to read and write can do so with difficulty. Very few of this class have education enough to read a book intelligently. The consequence is that this class of imperfectly educated people are not able to enjoy reading as a pastime. It is only those who have education enough to love reading that remain at home of evenings to read. The hours of danger to a boy or man are those between sunset and bedtime. The illiterate boy or man has at such time no resources within himself and so he naturally leaves home to find amusement and pastime. He thus absents himself from its refining influences and goes down before temptation. Let a boy be educated far beyond the mere reading with difficulty in the second and third readers, let him be taught to love the reading of good books, papers and magazines and he has within himself a source of pleasure which the illiterate can never know. Aside from becoming an anchor to home education, reading adds a new interest to labor. A cultivated mind can appreciate the advantages of living a correct life over a vicious one far more readily than an illiterate mind can possibly do. Realizing this at the Reform School we never allow an illiterate boy to do one hour's work until he is able to read well and write a good letter. When he reaches this stage he is allowed to work one-half of each day. It is needless to remark that we have compulsory education at the Reform School and I can say to you, teachers, that it is a success. No street life, no truancy, no interference by parents, no absenteeism from school, these are the conditions we have at Plainfield, and for which I plead for all the children of Indiana. I will not discuss the constitutionality of a Compulsory Education Law. It would be as silly as the arguments during the war that it was unconstitutional to put down the rebellion. We of this generation

are in no respect in advance of our fathers in our comprehension of the importance of education.

Here is the way our State Constitution reads: "Knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the General Assembly to encourage by all suitable means, moral, intellectual, scientific and agricultural improvement and to provide by law for a general and uniform system of common schools wherein tuition shall be without charge and equally open to all."

There is no uncertainty in those ringing words of our State Constitution. Even Wm. Blackstone, in commenting upon the English laws, administers this just rebuke to the cities: "Yet the municipal laws of most countries seem to be defective in this point by not constraining the parent to bestow a proper education upon his children."

Fellow teachers, you have a duty to perform in this matter. In every school district, in every ward of our towns and cities, boys and girls are growing up in ignorance. In some cases children are kept out of school on the plea that their labor is needed to maintain the family. This "child labor" is a curse that should be abolished. I sincerely hope that the laws already on our Statute Books will be so amended that no boy or girl under 14 or 15 years of age can be employed in a shop or factory during the school term.

I trust that the newspapers of this land will of their own volition abolish the entire system of news boys. Let boys have regular routes for the distributing of the papers, but let the nuisance of the street news boys be forever abolished. Let papers be sold at news stands and let the news boys be put into school. A very large number of the boys in the Reform Schools of this country are graduated from the school of bootblacks and news-

boys. Why should this evil be continued? We should all strive to abolish "child labor" as an excuse to keep our boys and girls out of school. Let us demand that every child shall receive a good common school education.

The teacher should be the reformer of the 19th century. A bill for Compulsory Education was introduced in the late Legislature but was buried in the Committee to which it was referred. Let another bill be introduced into the next General Assembly and let teachers influence their representatives to support it.

Aid it, dawning tongue and pen,
Aid it, hopes of honest men.
Aid it paper, aid it type,
Aid it, for the hour is ripe.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

THE TWO PRINCIPLES UNDERLYING A COURSE OF STUDY.

A course of study is the product of two factors (1) the subject matter and (2) the learner. The first is the basis of the course; the second the modifying factor.

BASIS OF THE COURSE.

The subject matter of the course is all objective existence, including mind as its own object. Existence is first made knowable by being formed into bodies by the forces of cohesion and gravitation. This makes it possible to know bodies as mere bodies extending in space. Following closely upon this is a knowledge of bodies as to number. This is based on the repetition of the perception of objects—based on time as the preceding is based on space. Viewing bodies as to their form and number, space and time relations, gives rise to the line of mathematics in the course. The peculiarity of this study is

that the attributes are universal, and are abstracted entirely from material bodies.

The mind next knows these bodies as acted on by physical forces—atomic force, molecular force and gravitation. This view of bodies gives rise to the line of physical science in the course. These attributes are as universal as before but cannot be abstracted from the material body.

While all bodies are acted on by physical force, some are acted on by life force, giving rise to biological science in the course. This science differs from the preceding in that the attribute, life force, is not universal. Living objects are still acted on by physical forces and exist under mathematical relations. Hence all living bodies are treated as physical and mathematical bodies.

Some living, organized beings are acted upon by spiritual, or mind force, giving rise to psychological science. The attribute here considered applies to still fewer objects than life force in the preceding. Such objects are still acted upon by life force and physical force, and exist under mathematical relations, and hence are subjects of discussions in all the preceding lines.

The world is a hierarchy of forces. Each is based on and arises out of the preceding, and all may manifest themselves in the same object. These forces condition the order of knowing the object. An object can not be known as to its nature and physical forces till it is first perceived to be a thing in space and time. Hence the physical sciences are based on the mathematical sciences. No organized, or living being, could exist as such if not acted on by all the lower forces. A plant, to live, must be acted on by cohesion and chemical affinity. So that every living being must be known under the lower forces and, also, under the mathematical relations to be known at all. Hence the psychological sciences are based on

the biological sciences, and through these latter on the physical sciences, and through these on the mathematical sciences. Every being acted on by mind force could not exist as such if not acted on by all the lower forces, vital and physical, and if not existing under mathematical relations. Hence to know a physical being implies a knowledge of it as a living being, a physical being, a mathematical being.

Thus arise the lines of study and the unity among them giving the following course of study:

- Subjects:*—1. Mathematical Science, Time and Space, the Field of Creation.
2. Physical Science—Matter and Physical Force.
3. Biological Science—Matter—Physical Force and Life Force.
4. Psychological Science—Mind Force.

By the same process as the foregoing, each of the above lines may be subdivided until the detail of studies is reached which is usually given in the school curriculum. There is a force that divides physical science into physics and chemistry; one that divides biological science into botany, zoology, and human physiology, etc., but space forbids such detail here. Summing up at once the result that would be reached, to the extent of the public school course, it stands about as follows:

- I. Mathematical science.
 - 1. Form—Geometry.
 - 2. Number—(a) Arithmetic; (b) Algebra.
- II. Physical Science.
 - 1. Physics.
 - 2. Chemistry.
 - 3. Geography.
- III. Biological Science.
 - 1. Botany.
 - 2. Zoology.
 - 3. Human Physiology.

IV. Psychological Science.**1. Thought power:**

- a. Psychology,
- b. Logic,
- c. Language.

2. Feeling Power:

- a. Drawing,
- b. Music,
- c. Literature.

3. Will Power:

- a. History,
- b. Morals.

Before the course of study is complete each of these branches must be traced out into its logical relation of parts until parts are reached sufficiently narrow for a single lesson.

THE MODIFYING FACTOR.

From the foregoing it appears that the student should begin his work with mathematical studies; completing these, he should next take the lowest physical science; and thus move through the subjects in the order of conditioning and conditioned, completing each before beginning the next. But because of the learner's unfolding power of thought, such is not his order. This factor is so effective that, instead of pursuing each line through which logically conditions the next, all the lines are carried abreast. The child, on entering school, takes a cross section of all the lines—that phase of each of them which is adapted to the faculties then most active, and to the knowledge then possessed. He can advance but a little way in each before he falters from deficiency of knowledge or power of thought. Then he is compelled to turn back and pursue, as far as possible, another line. These forward movements are so insignificantly short as

compared to his movements from one line to another that his study is crosswise of the logical course. When more power has been gained each separate logical line is pursued relatively longer. Finally, in university work, he specializes—feels his way along one line of thought out towards its limits.

At the outset of the pupil's course, the field seems to be broader since the pupil is compelled to range over the extent of knowledge but the content is shallow. In the last part of his course the field seems narrow being limited to a single line, but the content is deep. And since the content is deep the field, while seeming narrow, is the whole extent of existence. The universal attributes in the line studied root themselves out into all being. So that while the special student expects to narrow his field, he widens it by giving a universal meaning to the object studied.

From the foregoing it appears that there are no higher subjects; only higher phases of the same subject. The study of form treated in geometry, has its perceptive, imaginative and experimental phase, suitable to the lowest grade of thinking. From this phase, the subject, as it grows in the mind of the learner, increases in generality and depth of content until the most highly developed mind may engage its powers upon it. Geography has its perceptive and imaginative phase suitable to the child. In this phase he has an experience with individual objects within the range of perception and pictures the earth and its objects which lie beyond perception. Then follows a low phase of organizing and grouping into small unities, under superficial laws by simple judgment, the objects supplied by the preceding processes. and at the same time enriching the work of sense-perception and imagination. This continues by degrees till the unity of the earth is reached

in a single principle. Instead of a multitude of things at the beginning, the student at the end finds but one thing—the earth, inclusive of all other things in that line. This view of the earth in its organic unity, which includes its unity with the universe, requires the highest powers of the most gifted mind; and is a fit subject for the university student, as the lowest phase is fit subject for the primary grade. History has its picture and story side for the child, and also its philosophical side suitable for a Hegel.

In the course of study, therefore, all lines should begin at the beginning of the course. An objection is often urged to this on the ground of the burden placed upon the child, and that it is better to be thorough in a few things than to be smatterers in many.

First, it is not for the teacher to say what the field of thought in which the child moves shall be. If ideas of form and number, and physical and vital forces, etc., are organically related in the world to be known, then it is not for the teacher to vote them in or out. Ideas of form, for instance, run through all the other subjects, and if these ideas of form are not systematically taken care of in a line of their own, they must be taught incidentally, and with interruption as they occur in other lines. The idea triangle is essential to plant work, animal work, geography, physiology, reading, psychology, etc.; hence the teacher must be delayed if the idea has not been disposed of in a systematic way. Geography involves ideas of plants and animals, and these can be much more effectively treated in lines of their own, and without multiplying studies. What is in the course must be in the course.

Besides, it is misplaced sympathy to restrict the number of subjects to make the work easy. It is more burden to confine the attention to one line than to give the

change and variety of six. There is also a false notion that, by confining the child to a few lines considered the most essential as reading, writing and arithmetic, the pupil will move proportionately more rapidly in the few as the lines decrease. This cannot be done for two reasons. The movement is naturally checked, the subject increasing more rapidly in its difficulties than the child's power of thought increases. All the lines can be carried as rapidly as the developing powers of the child permit him to move in any one line. And, further, the lines omitted from the narrowed course are essential in the free movement in the lines selected.

Second, the argument to be thorough in a few lines rather than to be a smatterer in many is most deceptive. There is no such thing as being thorough in a few things without a knowledge of many. Besides, a student may be a smatterer in one line as easily as in two. To smatter is to study things as isolated; to be thorough is to run a principle through them. Herbert Spencer is a student of all lines without smattering. Bacon said, "I have taken all knowledge to my province."

THE SCHOOL ROOM.

{Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools.}

PURPOSE.

A worthy purpose of every lesson should be held in view consciously or semi-consciously by both teacher and pupils. Judging from recitations that are frequently seen, the purpose of the teacher is to thoroughly *test* the pupils on their knowledge of the lesson—every point in it—to see if they have committed it thoroughly; and the purpose of the pupils is to show the teacher that they have done so, or to keep him from finding that they have

not done so. In such recitations one fact is given as much prominence as any other fact.

We step into a room where a class is reciting physiology. We are informed that they are having a "review lesson" on the subject of Digestion. A pupil begins by a lengthy and accurate description of the mouth. It is an "irregular cavity" in the front part of the head; its lining is mucous membrane, etc. The salivary glands are described, and something is said about chewing gum and tobacco. (This is to connect school with life.) The teeth are described and classified. The tongue is described as a "muscular" organ—a wonderful organ. It can move quicker and oftener than any other organ of the body. It is possible that something was said about bridling the tongue. After all this had been reeled off we were given some food to masticate. But before we did it we had to tell just what it *is* to masticate food—give the motions of the jaws and tongue; told how the saliva is mixed with the food, etc. Now the food was "masticated" and "insalivated." Then came the swallowing. Here came another elaborate description of the organs concerned. We were almost choked. Our epiglottis was so overwhelmed with anatomical detail that it forgot its real business. It fancied that it belonged to the Physiology class, and that its "turn to recite" would come next.

But all this knowledge and ability to give it is good. We wish pupils to know these things. Had the *purpose* of the lesson been to describe the organs of digestion it would have been in place. But the purpose, as announced, was a review of Digestion. The recitation showed that the teacher had only a vague idea of what digestion is. He should have fixed clearly in his mind, before the recitation began, that it is a process. It involves *change*. At the *beginning* of the recitation the pu-

pils should have understood this. Their purpose in this lesson would then be to discuss the *change* in the food. Whenever it became necessary to describe an organ in order to better understand the changes it would have been legitimate to describe it.

Having stated to the class that the purpose of the lesson is to study the changes of the food in the processes of digestion, the teacher might lead out somewhat as follows:

1. What is the purpose of digestion? This question centers the attention of the pupil on the central thought of digestion. The purpose is to change solid food into a liquid form.

2. What causes this change? This question calls up the two kinds of action to which food is subjected in the digestive process.

3. Where do these changes take place? This calls for a description of the alimentary canal. Here the mouth, of course, may be described. But it will be described for quite a different purpose. But the alimentary canal should be described before any *particular* part of it is described. It should be described in a *general* way. Describe the parts when they are needed to make plain the *changes* in the food.

4. What is the first step in the process of digestion? Mastication. Correct. (1.) What is the purpose of mastication? To pulverize the food. (2.) Where is this accomplished? In the mouth. Now the description is in place—so much of it as will help to the understanding of the change we are discussing. (3.) What kind of changes take place in the mouth?

5. Where does the next great change take place? In the stomach. (1.) How did the food reach the stomach? (2.) What is the purpose of the change the food undergoes in the stomach? To change the albuminoids to a

liquid. (3.) How is this accomplished in the stomach?

6. What other elements of the food must be changed?
(1.) Where? (2.) How accomplished?

In all these questions the *change* of food is ever prominent. Organs are described, but not for the sake of the recitation, but for the sake of the *change*. In fact, the pupils and teacher forget that there *is* any recitation.

A PRIMARY NUMBER LESSON.

We saw as we entered the room a long kindergarten table on which were inch cubical blocks, tooth picks, small squares and circles of paper, nails, flowers and many other things that might be counted. None seemed to be there *just* to be counted, however. There was in the room a teacher whose spirit pervaded *every* thing. She seemed a mirror to each child. She made him see himself—his better or best self—in all that was done. The pupils seemed to find themselves in those cubical blocks, tooth-picks, etc. Just what this spirit of a teacher is it is hard to say. One might enter a room where the external devices were the same as in this room and find no such spirit as we found here. It is not the material, but the *teacher* that makes the school.

We say this before describing the lesson in order to prevent the young teacher from concluding that she can not succeed because she has no table, blocks, tooth-picks, etc. These things are convenient, but not necessary.

They were working on the number eight. The teacher said, "See what you can find in eight." Every pupil counted and placed in a group eight things—blocks, tooth-picks, squares, circles, etc. They then began separating the groups in various ways. A pupil who had blocks separated his group into *fours*; another separated his into *twos*; another into two *ones*; another into two

threes and a *two*. Those who had tooth-picks had made similar separations, and some that could not be made with blocks. They broke the tooth-picks and made three equal groups, each made up of two tooth-picks and two-thirds of a tooth-pick, or one-third of two tooth-picks. One pupil had broken every tooth-pick into two equal parts. Some of those who used squares had taken only *two* squares. When one was asked to "talk about what he had done," he said, "Two squares have eight corners." He then took a square in each hand and said, "One square has *four* corners, so I know there are two *fours* in *eight*." Another pupil was anxious to show that there were *four twos* in *eight*. He said that there are two twos—of corners—on each square, and two squares have eight corners, and two times two *twos* are four twos. This seemed a little mixed on the expression side, but his thought was clear, and the teacher accepted it for what it was worth. The most encouraging thing about this pupil's work (and the work of the entire class) was that he did it himself. The teacher *seemed* to be doing very little, but any one who understands teaching knows that she was awake to every opportunity to supply what the child needed for his mental activity. When each pupil had found "what is in *eight*" he was allowed to explain. Here the number lesson became a language lesson. But, language not being the purpose of the lesson, mistakes were quietly corrected by the teacher in the *fewest* words possible; *e. g.*, a pupil said "Four twos is"—"Are," said the teacher, and the pupil corrected his mistake and proceeded with almost no interruption—"are in *eight*."

We were anxious to hear these explanations, and wondered what the little girl who had broken each tooth-pick into two equal parts would say. She said, "There are sixteen half tooth-picks in *eight* tooth-picks." As

this one was peculiar it attracted the attention of the pupils more than any other had. The pupils seemed much interested, and looked at her work carefully. Finally one little boy said, "I know sompin'"—"Something," said the teacher, pleasantly—"Something," said the pupil, just as pleasantly. "Well, what is it?" asked the teacher. "It costs a half-dollar to go into the World's Fair. There are sixteen pupils in our class, and so it would cost eight dollars for us to go to the fair once." "Very good," said the teacher. With this there came a chorus of little voices. It seemed that every pupil in the class had a "story" to tell in which he would use "what he had found in eight." The pupil who had separated the eight tooth-picks into *three* equal groups was allowed to tell her story. She said, "Three little girls came to see me, and I had eight cakes. I gave each one two and two-thirds cakes."

Enough of this lesson has been given to show that the teacher was simply directing the activities of the children to work on the matter in hand. She emphasized two sides of work—the thinking side and the expression side.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.

AN ILLUSTRATION OF BUSY WORK.

These pupils have been studying cubical blocks as to their faces, (or surfaces) edges and corners. They have molded the cube in clay and have found objects as nearly cubical as possible. They have done similar work with the hemisphere. At this time they are considering the number six in certain relations. They have had a lesson, in a general way, upon an orange, now lying upon the

table, and have been having a lesson upon Agoonak, one of the Seven Little Sisters. The teacher knows that with small children repetition is the great device for fixing points already made. She also knows that the listless, mechanical repetition of a set of words or definitions has very little educative value. Her plan is to make the periods of busy work between recitations help to do this work while the combinations and relations of these old facts are different from any previously presented. The fifteen minute period is almost all too short for this interesting work.

Each child was given a box of Mrs. Hailman's colored beads in which was a string. She then told them the following: "Put on your strings as many cubes as each one has surfaces and each the color of the orange on the table. Then put on as many hemispheres as the hemisphere has surfaces, and each the color of Agoonah's house. Then put on cubes as at first and so on until you have filled your string." It was a long and difficult assignment but she only gave it once, insisting that each listen so well that she need not do her work over. Out of a class of eighteen two were entirely wrong, several had not filled their strings but what was done was right and the remaining few had finished the work and were waiting for her inspection. Can there be any question but that this little ingenious piece of busy work reinforced their lessons on form, number, color, and geography in a definite way? Can there be any question as to the relative value of such a fifteen minutes of quiet, individual work, re-thinking all the old points and making these combinations and exercises, in which they might have given formal statements of the number of surfaces, edges, etc., of the forms and the color of the orange and Agoonak's house?

U. S. HISTORY—ADVANCED.

It shall be the purpose in this article to suggest some of the different phases in the growth of institutions in this country from 1607 to 1893. In beginning with 1607 it is not meant that nothing should be said of the people preceding this. In order to have even a vague notion of the peculiar ideas of the people of the colonies in the beginning, it is necessary to see somewhat of the life in Spain, France, Holland and England just previous to and at the time of the settlements made by the different nations. As has been suggested, some of the work upon these different typical communities might be a phase of the history work in the intermediate grades. It might be well to have a review of the work already done on these communities and supplemented by a comparison and contrast of the different ideas of institutional life these nations held. Certainly, too, account should be taken of the principal voyages of discovery and exploration, the reasons for their being made and their results, both at home and in this country. While these should receive some attention, the careful teacher will consider the relative amount of emphasis to be put on this phase of the work when compared with the facts and events that are characteristic of the American people after an established institutional life had been made in 1607. He should see which it is that determines most in the life, character and growth in the colonies; which it is that gives direction or trend to their five-fold institutional life. Such a consideration of the effect of the discoveries and explorations on the after-growth of life of the colonies will certainly show that relatively the time to be spent on them should be short.

The great struggle history portrays is the struggle of the individual to attain his rights as an individual and as

a member of a social organization: it is to attain his destiny as a man. This is characteristic of the entire struggle of the entire people of this country from 1607 to 1892. The ultimate end has not differed, there has been rather a difference of means in reaching this end. The first part of their struggle had for one mark their belief that an allegiance, (and at times it was only a formal allegiance) to England was the best means of reaching their desired end. This period lasts from 1607 (probably somewhat before) to 1776. Then there is another feature of their struggle distinctly seen from 1776 to 1893, and this is the belief that their highest welfare can be attained through their being independent of all allegiance to England.

This second period, marked by an independence of England, virtually begins in 1607. From the beginning they began arranging affairs, adjusting minor differences without reference to England. Although, in the main, these were done in harmony with English ideas which the colonists had brought with them, yet new conditions and environments constantly called for somewhat different adjustments and these were largely made independent of English supervision. This is easily seen by taking some detailed account of colonial life and noticing the adaptation and change of the old ideas to meet the requirements of their new life. To be sure, English institutions were dear to them, but they were forced to break away from some of them and modify others. The Declaration of Independence is not a something simply marking the date of July 4, 1776, but it is a something that is the result of their growth from 1607 to that time.

So in studying an event previous to 1776 it should be viewed in the double way of how it is the result of and how it affects the people's allegiance to England (which they honestly believed in) and at the same time it is to

be examined with the purpose of seeing if it is the result of and if it affects this tendency to be independent of the mother country, a tendency which was constantly growing, although the people as a whole were probably unconscious of it. (In discussing the event according to the first view to be taken, the second will likely be brought in.)

The period from 1607 to 1776 is also marked by a growth in the idea of the sovereignty of local (or colonial) governments. Covering a part of this period and beginning with the Union of the four colonies, Massachusetts, Plymouth, New Haven and Connecticut, in 1643, there was a growth in the idea of a centralization of power. This period extends up to the present time. This idea of union, of a centralized government, really began a few years before 1643 when Rhode Island wished to form such a union. Connecticut and New Haven also favored a union of the New England colonies but Massachusetts refused to have anything to do with it if Rhode Island should be a member of the league—Rhode Island, a people she had driven from her borders. So a union was not effected until 1643. But the desire and attempt to form one indicate the presence of the idea that so prominently characterizes the history of this nation a few years later. True, the union was for defense against the Indians, but it is the germ that develops into more than a union merely for defense against Indians; it develops into a union that has for its avowed object the securing to the individual certain inalienable rights they possess by the very reason of their being human beings.

It seems as if one might say they were at first *unconsciously* growing in this idea of centralization of power, and later that this growth becomes a *conscious* process. It would be difficult to name a date as separating these two phases, but certainly at 1776 they are in the second,

i. e., they see definitely that some sort of centralization is necessary to their best interests. But this second phase has its peculiarities, for while consciously growing in the idea of a centralized form of government they at first thought this central government should be advisory only. This period ends with the adoption of the Constitution and from that time until the present, 1789 to 1893, this central government has been able to coerce as well as to advise. Then, too, this coercive power was questioned on certain points during a part of this period, that is, from 1789 to 1865, and from that latter date it might be said that the coercive power of the central government is unquestioned.

This, then, is what is meant by certain ideas of growth as being the objects to be sought back of the events themselves. The events must be studied, must be understood in, at least, their important details in order to see if these different phases of growth are moving on or if for a time they seem to be stationary or retrograding. The object of the study of history is not to make the pupil able to repeat events chronologically, nor is it that he may be able to give all the particulars of the important crises—not these in themselves, but it is to make the boy and girl conscious of the great trends in American governmental life; to make them able to look upon our present institutions more intelligently and be able to see defects in them and have the courage to help overcome them. In short, United States History is one means to be used to make the pupils good citizens because it should help them to become more perfectly rounded men and women.

EDUCATIONAL BEARING OF FEELING.

As well as understanding the child's intellect, the teacher should know just as thoroughly the emotional

and volitional nature. The feeling which we call *interest* is the basis of attention, and attention is requisite to any degree of self-active intellectual activity. The problems of how to arouse this interest, to keep it up, to give the child his springs to action, to make his conformity to insight a cheerful one, are questions only to be satisfied by an investigation of *feeling*.

Some of the things which a knowledge of feeling will help the teacher to determine are: Other things being equal, the school property (school ground, house, decorations, seating, lighting, ventilation, etc.), should be such that it will divide the child's energy between the sensuous discomfort and his intellectual activity, while it should be selected with a view to cultivating his appreciation of the beautiful. Too long school terms, day sessions, and too long time between rests, violate the child's tendency to rhythm and cause feelings of excess of activity, which not only destroy his interest in his school work but give him a feeling of revulsion for it. All branches that appeal to the child through his sensuous pleasures should come early in his course of study. The work should be so arranged as to call for the highest degree of energy, yet not be so difficult that the child cannot master it. Those branches or those phases of branches which call forth intellectual activity almost wholly, and appeal very slightly to the feelings, should be taken late in the course. The daily program should be permanent, and should be arranged so those subjects which require the greatest mental work should come at a time in the day when the child's intellectual activity is greatest. Such feelings as anger, distrust, discouragement should find no place in the school. The teacher, by a knowledge of *feeling*, should be able to arouse the opposite.

K. M.

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

HOW ONE TEACHER READ.

A previous article, "Can You Read," suggested that a true teacher should not read for herself alone but for her pupils, too. The following illustrates the idea by showing how one teacher read and afterward shared "The Vision of Sir Launfal" with her pupils. She taught a grammar grade. Her purpose was to give her pupils pleasure and such a knowledge of the poem that when they heard or read references to Lowell's "Sir Launfal," it would not be meaningless to them. Some who heard her remembered it always though they never read the poem. Some read it who would not have done so but for the interest in it which she awakened. Some who would have read it any way read it with a clearer understanding and increased pleasure. Her "Lowell" was on her desk, for the story had been carefully thought out and passages marked so that reading them added to the telling of the story. Do you wonder that a number of pupils afterward borrowed her book.

"This is excellent work," said the teacher, looking over the papers, "so excellent that instead of the regular recitation I will tell you something I read during vacation."

There was soft sound of approval and a settling into attentive attitudes and the teacher told

"THE VISION OF SIR LAUNFAL."

"There is a tradition that the cup out of which Christ drank at the last supper was given to Joseph of Arama-thea and that he brought it to England. It was handed

down to his descendants as a precious heirloom. Each heir to it must be chaste in thought, word and deed; one violated this condition and the cup, which is called the Holy Grail, disappeared. The knights of King Arthur's court used to search for it. Sir Launfal was a young knight who vowed he would 'seek in all climes for the Holy Grail.'

It was June when

"Every clod feels a stir of might,
And climbs to a soul in grass and flowers;"

when

"There's never a leaf nor a blade too mean
To be some happy creature's palace."

It is

"the high tide of the year.
The heart is so full that a drop o'er fills it,
We are happy now because God wills it;
We may shut our eyes but we can't help knowing
That the sky is clear and the grass is growing."

Sir Launfal remembered his vow and said:

"My golden spurs now bring to me,
And bring to me my richest mail,
For to-morrow I go over land and sea
In search of the Holy Grail.
Shall never a bed for me be spread
Nor shall a pillow be under my head
Till I begin my vow to keep;
Here on the rushes will I sleep,
And perchance there may come a vision true,
Ere day create the world anew.'

A vision did come. Sir Launfal dreamed that he saw his castle 'dull and gray, the proudest hall in the North Countree.' Its gates never opened except to lords and ladies. It stood 'like an outpost of the winter' and summer besieged it on every side' but 'she could not scale its chilly wall.' He saw himself on his charger in 'his golden mail so bright' that it 'made morn through the darksome night' as he sprang through the dark arch. Outside the gate a leper crouched and begged and moaned, and

"A loathing over Sir Launfal came,
 The sunshine went out of his soul,
 For this man * * *
 Seemed the one blot on the summer morn,
 So he tossed him a piece of gold in scorn"

and rode on. "The leper raised not the gold from the dust' but turned from it saying:

"Better to me is the poor man's crust,
 Better the blessing of the poor
 Though I turn me empty from the door,"

because one "who gives only from a sense of duty,' gives but 'worthless gold'; the gift which the hands can hold is not true alms: But one who gives for Christ's sake, through love and sympathy, though it is but a slender mite it is so large that

"The hands cannot clasp the whole of his alms,
 The heart outstretches its eager palms.'

Suddenly in Sir Launfal's dream it seemed no longer June, but winter time and

"Down swept the chill wind from the mountain peak,
 From the snow five thousand summers old.
 It carried a shiver everywhere.
 The little brook heard it and built him a roof,
 'Neath which he could house him winter proof.
 The river was dumb and could not speak
 For the weaver Winter his shroud had spun.
 Within the hall were song and laughter.
 The cheeks of Christmas grow red and jolly,
 But the wind without was eager and sharp,
 Of Sir Launfal's gray hair it makes a harp
 And rattles and wrings its icy strings."

Sir Launfal had sought for the Holy Grail the whole world over and sought in vain. Now he had returned, old and poor, to find the gate that opened only to lords and ladies closed against him, for another heir had taken possession of the castle. Though it was Christmas time he was sent away into the darkness and cold.

"Sir Launfal turned from his own hard gate,
 For another heir in his earldom sate;
 An old, bent man, worn out and frail,
 He came back from seeking the Holy Grail.
 Little he wrecked of his earldom's loss;
 No more on his surcoat was blazoned the cross,

But deep in his soul the sign he wore
The badge of the suffering and the poor.

* * * * *

He sat in the gateway and saw all night,
The great hall-fire so cheery and bold;
Sir Launfal's raiment thin and spare
Was idle mail 'gainst the barbed air,
For it was just at the Christmas time;
So he mused, as he sat, of a sunnier clime."

As he mused he was roused by a voice saying:

"For Christ's sweet sake I beg an alms,"

and there cowering beside him was the leper, a lank,
grewsome thing

"In the desolate horror of his disease."

Sir Launfal did not shrink from him this time but
kindly said:

"I behold in thee
An image of Him who died on the tree.

* * * * *

Behold, through him I give to thee!
Then the soul of the leper stood up in his eyes
And looked at Sir Launful and straightway he
Remembered in what haughtier guise"

when he was rich and young he had flung gold to the
leper as he rode from his gate. His heart was filled
with regret and to atone for the past

"He parted in twain his single crust
He broke the ice on the streamlet's brink
And gave the leper to eat and drink."

Suddenly

"A light shone about the place;
The leper no longer crouched at his side,
But stood before him glorified,"

and it was Christ himself and he said to Sir Launfal,

"In many climes without avail
Thou hast spent thy life for the Holy Grail;
Behold, it is here—this cup which thou
Didst fill at the streamlet for me but now;
This crust is my body broken for thee,
This water his blood who died on the tree;
The Holy Supper is kept, indeed,
In what so we share with another's need;
Not what we give but what we share—
For the gift without the giver is bare;
Who gives himself with his alms feeds three—
Himself, his hungering neighbor and me."

Then Sir Launfal awoke and found himself young and strong, lying on his bed of rushes. He thought of his wonderful dream and said: 'I'll hang my armor on the wall for the spider's banquet hall, for I have found the Holy Grail here in my castle.' He saw that one who was kind to the poor and needy had really found the cup so

"The castle gates stand open now
And the wanderer is welcome to the hall
As the hang bird is to the elm tree bough.
The meanest serf on Sir Launfal's land
Has hall and bower at his command
And there's no poor man in the North Countree
But is lord of the earldom as much as he.'"

FRIDAY AFTERNOON.

ANIMALS.—Sides are chosen whose members stand closely grouped by their respective leaders, X and Y. X calls out an animal whose name begins with A., and counts ten. If Y can respond with another before X has finished counting ten, he does so and begins counting, and X has to name an animal in A. This is repeated until no more names in A are forthcoming, when another letter is taken. If Y cannot give a name before the ten counts have expired, X chooses one of Y's followers, and *vice versa*. When one side confess their inability to name any more animals, their opponents are entitled to choose as many members of that side as they can give new names beginning with the given letter. The only duty of the other players is to suggest new names for their respective captains.

Don't look for the flaws as you go through life;
And even when you find them
It is wise and kind to be somewhat blind
And look for virtue behind them.
For the cloudiest night has a hint of light
Somewhere in its shadows hiding;
It is better far to hunt for a star
Than the spots on the sun abiding.—*Ella Wheeler Wilcox.*

THE PATRIARCH'S BLESSING.

Omar, the Good, his sons called to his side
His blessing to bestow before he died.
His life was ebbing fast. "Tell me," he said,
"Ere I go hence to rest among the dead,
What you have done the love of God to win
And honor bring to your own race and kin."

First Naaman spake: "I, conquering hosts have led,
And kings before their fearless ranks have fled.
A mighty empire, by my power o'erthrown,
I proudly claim and proudly rule alone;
The fairest lands that stretch from sea to sea
Attest my power and tribute bring to me,
And millions bow and tremble at my nod,
And me obey as if I were a god."

Then Heber said: "Possessions great are mine,
Vast fields of grain and houses stored with wine,
Rich marble quarries—richer ne'er were known—
And mines of gold and silver, all my own.
My freighted ships are found on every sea
Where'er the white-winged birds of commerce be,
And many slaves in woodland, mine and field
To me their labor and its products yield.
Not one in any realm beneath the sky
Can claim such stores of hoarded wealth as I."

Then Jabez spake: "No spot of land I own,
No ships are mine, nor conquering hosts, nor throne.
Among the lowly of my fellowmen
My life obscure and humble work have been;
I've tried to use the talents to me given
That I might win the approving smile of heaven.
I've sought misguided errors to displace
That truth with wisdom might endow the race,
That wrong might die, that poverty might cease
And love and right begin their reign of peace
And it prolong, until beneath the sun
There shall be found no fettered slave—not one."

The dying patriarch upraised his head,
And, with a pitying look of sadness said:
"Naaman and Heber, you have wealth and power,
The weak and strong before you cringe and cower;
By iron will and rule, by unjust ban
You force obedience from your fellowman;
Not one soul-lifting blessing for the race
In all your proud achievements can I trace.
Do thou, my sons, like Jabez, whom I bless,

Work for man's freedom, peace and happiness,
 And teach and practice, for the people's good,
 The rule of universal brotherhood.
 Raise thou the fallen from the slough and clod,
 And strive to gain the love of man and God;
 So thou shalt win my blessing from the skies
 In the approval of the Great Allwise. —Caleb Dunn.

JOHN'S SISTER.

What! no elder sister? I wouldn't be you!	Who makes you taffy? (I tell you it's fine!)	
Who buttons your jacket? Who ties up your shoes?	Who bates your hook, Untangles your line?	
Who gives you a boost When you climb a tree?	Who takes out your splinters, All in a minute?	
Who bathes your bumps, As kind as can be?	Who tells you stories, And sings like a linnet?	
Who guided your oar The first time you paddled?	No sister! I pity you, Truly I do.	
Who blows your birds' eggs, E'en when they're addled?	And oh! for a whole farm I wouldn't be you.	
Who sets your moths, Your butterflies, too?	— Youths' Companion.	
Who mops up the floor When you spill the glue?		

THE BIRD'S LESSON.

BY LIZZIE WILLS, TORONTO.

A birdie was teaching her young ones to fly
 From their nest in a tree to the ground;
 She coaxed them, and said to them, "Now, my dears, try!"
 Then she scolded them soundly all round.

"Just see how I do it; I'll show you the way;
 You must try then to do just the same.
 Eh! what's that I hear—you're afraid, do you say,
 That you'll fall, break your legs and be lame?"

"Such nonsense you're talking, you foolish young things!
 Come, begin right away now and try.
 How, under the sun, if you don't use your wings,
 Will you ever be able to fly?"

First one little birdie, more brave than the rest,
 Shook its wings and flew down from the tree;
 Soon others came fluttering out of the nest,
 And their mother was pleased as could be.

She said, "My dear birdlings, remember to try,
When you're asked to do difficult things;
There ne'er was a bird yet that soared to the sky
When it first commenced using its wings." —*Ed. Journal.*

EDITORIAL.

THE *Indiana Journal for Indiana teachers.*

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

BOOKS to be examined upon for the months to come.—July, *The Autocrat*; August, September and October, *The Lady of the Lake*; November, December, January, February, March and April, *Orations of Webster and Burke*—one of the books selected for the Teachers' Reading Circle next year.

THE SUPREME COURT of Indiana has decided that women may be admitted to practice law in all our courts. This is a *liberal* interpretation of the law that could not have been secured a few years ago. The constitution reads: "Every person of good moral character, being a voter, shall be entitled to admission to practice law in all courts of justice."

EXEMPTION LICENSES.—There is still some misunderstanding of the law affecting exemption licenses: It should be distinctly understood that the present law does not affect in any way exemption licenses already secured. A license secured under the two-year arrangement is just as valid as the one secured under the three-year provision. Any one having taught six years and having secured a two-years' license prior to the taking effect of the new law is "all right".

IS IT CARELESSNESS?—A few days ago we received a letter enclosing \$1.25, the club price of the SCHOOL JOURNAL. The letter was not dated and the postmark was so indistinct that it could not be deciphered. There was a signature, but where among our many names to look for the one given was a puzzle. We will try and solve the puzzle and it may be the proper person will receive credit. But, teachers, in writing letters, remember that date and signature are essential parts of a letter and that their absence besides causing confusion and misunderstanding, reflect upon the personal habits of the writer.

We frequently receive P. O. money orders, also, with no name to indicate the sender. This makes it necessary to consult the postmaster either at our office or at the office of the sender. Is thoughtlessness in these particulars always excusable?

IN THE March JOURNAL a prize offer was made to all subscribers for the best essay, not exceeding 1000 words, on the subject, "The Advantages to be Derived from Having American Literature Read in the Public Schools of the United States." About twenty essays were received. These were examined by a committee of three consisting of Mrs. Lois Hufford, of Indianapolis High School, L. H. Jones, superintendent of Indianapolis schools and Mrs. W. A. Bell. While there were several deserving great credit, both in style and thought, the committee were unanimous in their opinion that the essay offered by Irving King, of Chester, Ind., deserved first place. This essay is printed in the body of the JOURNAL. The prize consists of a complete set of the "Riverside Literature Series" containing complete masterpieces of Longfellow, Whittier, Emerson, Holmes, Lowell, Scott, etc., published by Houghton, Mifflin & Co., Boston, Mass.

GEN. S. C. ARMSTRONG, the devoted and life-long friend of the colored man and the Indian, was called to become a citizen of that country that knows no distinction in race or color, May 11. We note here his departure from the great army of earnest, devoted teachers. He served with distinction during the civil war, and at its close was employed by the President in carrying out the designs of the Freedman's Bureau. He found his best work in founding and carrying forward the work of Hampton Institute, Virginia. He inaugurated the policy of training the *hands* of the negro and Indian first, last and all the time in connection with a course of *mental* training, but the emphasis was placed on the former. Hampton Institute has probably achieved greater success, because of this plan, than any other institution of similar aim in this country. We hope the mantle of Gen. Armstrong may drop upon worthy shoulders, and that the institution he loved and worked for may retain its proud position.

THE REFUNDING LAW.

The law known as the "Refunding Law," which will be found on page 233 of the School Laws of 1893, will soon require attention. The surplus of the State Tuition revenue in excess of \$100 is to be turned over to the County Treasurer on the first Monday in July. The amount to be turned over to the County Treasurer can easily be determined by multiplying the per capita, as found in the State Superintendent's apportionment sheets, by the number of children enumerated in the corporation. To illustrate: Suppose a school corporation has 100 children enumerated. The per capita for June is \$1.75. This would give the corporation \$175, for the June receipt. Suppose the per capita for the January apportionment is \$1.80. This would give the corporation \$180 for the January receipts from the State, or a total for the school year of 1893-94 of \$355. If the expenditure for teaching equal or come within \$100 of this, the corporation has nothing to refund; but if the expenditure for teaching had been only \$200, the corporation would have \$55 to refund. The local tuition and Congressional school

fund interest, liquor licenses, etc., are not affected by this law. Nothing but the tuition revenue received from the State is to be considered.

TROUBLE AT THE STATE NORMAL SCHOOL.

The JOURNAL regrets exceedingly that it must note serious trouble at the State Normal School, trouble that may affect the usefulness of the school in years to come.

The trouble is as follows: Last fall it was "rumored" that Prof. Tompkins was in the habit of making unfavorable and unkind criticisms in regard to other members of the faculty and the work and management of the school. When this rumor came to Prof. Tompkins, he demanded an investigation, saying that if the reports were true he ought not to be in the faculty. The trustees heard the case and decided that while he had possibly been indiscreet, he had not erred intentionally. The matter was thus dropped.

About June 1st, the trustees notified Prof. Tompkins that he would not be re-elected for another year. A few days later when the students learned this fact there was a general uprising. The morning after the fact was made public, when Prof. Tompkins came into the chapel, he was roundly cheered and when the President undertook to remonstrate he was hissed. At every one of Prof. Tompkins's recitations during the day he was enthusiastically cheered. The students held an indignation meeting and passed resolutions protesting against the removal of Prof. Tompkins.

Another meeting of the Board was called and the students through a committee asked for a hearing. The committee was refused a hearing until after a resolution summarily dismissing Prof. Tompkins had been passed. After this action the students were admitted as "individuals" and not as a committee, the Board taking the ground that the students should have no voice in such matters.

The Board in its statement to the public says that Prof. Tompkins after the investigation last fall, did not stop his unfavorable criticisms and that his conduct after his notification of dismissal, warranted the summary action taken.

Prof. Tompkins denies in unqualified terms the charges made against him and insists that he had nothing whatever to do with the uprising of the students. The students fully corroborate Prof. Tompkins's statements and say that they acted on their own motion and against his advice.

The students appointed a committee of fifteen to formulate resolutions and direct further action. At a later mass meeting where it is claimed nine hundred students were present, a series of resolutions condemnatory of the action of the trustees and insisting that they, the students, having the greatest interest in the school, have a right to be heard, was passed with but one vote in the negative. The students claim that the trustees took action, having heard but one side of the case and that in so doing they have done a great wrong to Prof. Tompkins and a greater wrong to the school. They are also disposed to hold

the president responsible for the action of the Board claiming that it acted solely on the president's recommendations. The above is a concise statement of the facts as the JOURNAL understands them. It is proper to say in conclusion that the Board of Trustees is composed of honorable men who would not intentionally do a wrong act. It is also proper to say that the students of the Normal School are for the most part, people of mature years and mature judgment and are accustomed to obey cheerfully all properly constituted authority and that only a great provocation could impel them to combine in opposition to the action of the trustees. While individuals may have said and done rash and improper things, the public will be slow to believe that nearly a thousand high-minded, conscientious, orderly young men and women could be induced to take the course they have unless they thoroughly believed a great wrong had been done.

It is proper further to say that the Board itself concedes Prof. Tompkins's ability and effectiveness as a teacher. It simply charges him with inability to work in harmony with the constituted authority of the school. The JOURNAL expresses the concensus of opinion of those who have had best opportunities for hearing all the facts involved, when it says that the trustees were not justified in their severe and summary action, without at least hearing what Prof. Tompkins had to say in answer to the charges against him. That the students, who are more vitally interested than any other class of people, have a right, in common with other citizens, to be heard touching matters affecting themselves and the schools, will not be denied by many.

HEADQUARTERS FOR TEACHERS AT THE WORLD'S FAIR.

To the Teachers of Indiana:

At its last annual meeting the State Teachers' Association instructed the executive committee to establish headquarters and make arrangements for the entertainment of Indiana teachers at Chicago during the World's Fair (July 19-28.) Pursuant to this action of the association, the following recommendations are respectfully submitted:

1. The general headquarters for the State during the exposition will be the Indiana Building, where meetings can be held and where a post-office will be established.
2. The association headquarters during the educational convention will be "Hotel Grace," corner of Clark and Jackson streets, within walking distance of the new Art Building, where the N. E. A. will hold its sessions.
3. The very generous offer of A. G. Lane, superintendent of the Chicago schools, and his assistants to provide satisfactory accommodations for members of the N. E. A. at reasonable rates, merits our heartiest endorsement, and Indiana teachers are urged to avail themselves of this excellent plan to secure suitable quarters and entertainment.
4. For those who wish to be near the fair, and in a desirable suburb-

an district, we recommend "Hotel Endeavor," "Epworth League Hotel" and "South Shore Hotel" as reliable institutions.

Vincennes, Ind.

A. E. HUMKE,

Chairman Executive Committee I. S. T. A.

To the Members of the National Educational Association:

The members of the National Educational Association living in Chicago and vicinity have organized themselves into a Reception Committee, and cordially invite all members of the association to visit Chicago in July, 1893, to participate in the proceedings of the World's Educational Congress. The Executive Committee of the National Educational Association desires to provide for the prompt publishing and distribution of the proceedings of the World's Educational Congress. The resident members of the Association, therefore, propose to secure suitable boarding places for all teachers who will become members of the National Educational Association for the year 1893, paying the membership fee of \$2.00, which will also entitle them to participate in the World's Educational Congress and to a copy of the proceedings. It will be unwise to come to Chicago without previously making arrangements for entertainment. The price for entertainment will vary from \$1.50 a day in private houses to \$2, \$2.50 and \$3 a day in boarding houses and small hotels.

Teachers desiring to avail themselves of this invitation will remit the sum of \$2, which is the membership fee of the National Educational Association for 1893, with the name, postoffice address and a statement of the time when they will visit Chicago, and the amount they are willing to pay per day for entertainment, to J. M. Greenwood, treasurer of the National Educational Association, Room 72, City Hall, Chicago, Ill.

ALBERT G. LANE,

President National Educational Association.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN MAY.

THE AUTOCRAT OF THE BREAKFAST TABLE.—1. What parallel does he draw between homicide and verbicide? What does he mean by the latter?

2. What do you think of the advice to secure recognition for solid qualities before risking the exercise of wit?

3. What lesson does Dr. Holmes draw in reference to the use of one's powers from the law of complementary colors?

4. Give a brief account which Old Age says he receives from people when he first makes their acquaintance.

5. "We carry happiness into our condition, must not expect to find it there." What does the above mean?

6. What do you think Dr. Holmes meant by the statement, "Beware of making your moral staple consist of negative virtues."

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7. What do you think the author meant by the statement that "Facts always yield the place of honor to thoughts about facts."
 8. What difference would you make between a mistake happening as a clerical error and a mistake that is clearly an habitual vulgarism of speech?
 9. State in your own words the substance of some pedagogical lesson you have obtained from the reading of the Autocrat of the Breakfast Table.
 10. Make a quotation and justify your selection by a statement of its value. (*Applicant to answer any six.*)

- PHYSIOLOGY.**—1. What do you know of the amoeba?
2. What is the relation of the cell to the body?
 3. Describe the shoulder girdle? Of what use is it?
 4. How are the bones of the skeleton joined to each other?
 5. How does the blood of the frog differ from that of man?
 6. Describe the action of the valves of the veins.
 7. What is meant by assimilation?
 8. Of what does the respiratory apparatus consist, and how does it perform its work?
 9. What is the function of the kidneys?
 10. Describe the cerebrum?

U. S. HISTORY.—1. What effect upon negro slavery had the passage of the Ordinance of 1787? The Mexican War? The Dred Scott decision?

2. For what was each of the following persons noted: John Ericsson? Wm. H. Seward? Roscoe Conkling? J. Fenimore Cooper? Robert Morris?

3. (a) Discuss briefly the principal events of Jackson's administration.

(b) Discuss briefly the character of Jackson.

4. Name the great national parties that have been organized since 1776 and state briefly the distinctive principles of each.

5. State somewhat fully the manner of electing a President.

ARITHMETIC.—1. By means of a problem and a drawing develop the rule for finding the contents of a rectangular solid.

2. Three-fourths of A's age equals four-sevenths of B's and the difference of their ages is 10 years. What is the age of each? Give full analysis.

3. B sold tea for $137\frac{1}{2}$ per cent. of the cost, thereby gaining 50 cents on a pound. What was the cost per pound?

4. Last year my expenses which were 80% of my last year's income, equalled 96% of my expenses this year, and income equalled 75% of this year's income; last year I saved \$180. How much do I save this year?

5. What per cent. must be assessed upon \$1,500,000 to produce 29,400 after paying 2% for collection.

6. What will it cost to paint an octagonal church spire whose slant height is 80 feet and the sides of whose base are 8 feet, at $5\frac{1}{2}$ cents per square foot?

7. What is due July 16, 1875, on a note for \$540 at 6 per cent. dated Sept. 10, 1872, and bearing the following indorsements: Jan. 22, 1873, \$120; March 1, 1874, \$25; Oct. 22, 1874, \$125.

8. Explain the difference between troy weight, avoirdupois weight and apothecaries' weight and show how avoirdupois ounces may be converted into ounces troy and apothecaries'.

SCIENCE OF EDUCATION.—1. Show in a course of reasoning whether more time should be devoted to teaching oral reading or the silent mastery of the printed matter in the common school.

2. It has been said that the individual must develop through the same stages as does the race in its progress. What application can be made of this fact, if true, in school education?

3. Show by discussion that punishment for offenses should usually be chiefly corrective and given for the sake of saving the offender. In what cases should the punishment serve as a warning to the innocent?

5. Illustrate how the study of U. S. History can be made something more than the memorizing of the story of our nation's progress.

READING.—“And Ezra opened the book in the sight of all the people * * * and when he opened it all the people stood up. * * * So they read in the book in the law of God distinctly, and gave the sense, and caused [the people] to understand the reading.—Nehemiah 8:5.

1. What points are applicable to the modern teacher in the above extract? 10.

2. To what extent and for what reason would you have pupils commit and recite the “definition words” of the reading lesson? 20.

3. Does the much supplementary reading in the schools of the present generation really take the place of the old style declamation? Justify your answer. 20.

4. What is meant by inflection in reading? Define the different kinds and write sentences in illustration of each kind. 20.

5. What proportion of the reading recitation period should be occupied by the teacher in reading to the pupils? 20.

6. At what stages of the recitation may concert reading be given to advantage? 20

ENGLISH GRAMMAR.—1. What is the essential difference between a complex and compound sentence?

2. Show by expanding them that the following are compound in thought:

(a) Mr. A. and Mr. B. are buying real estate.

(b) Mr. A. and Mr. B. are buying and selling real estate.

3. Show that the following are simple sentences with a compound element:

(a) A black and white horse was sold.

(b) 4 is equal to 2+2.

4. Write original sentences illustrating all substantive uses of the clause. Designate.

5. “If it be possible, as much as lieth in you, live peaceably with all men.” Explain the use of the first clause.

6. In which grade do you think the study of formal or technical grammar should begin? Give your reasons.

7. Analyze: "Some remedies are worse than the disease."

8. Write a letter of not more than one hundred words in which you decline to accept a position to teach in a grade school.

GEOGRAPHY.—1. How much of the study of geography should be memory work?

2. Describe the three methods (Mercator's, Bonne's, and Polyconic) of representing the earth's surface on a map.

3. What influence do the physical features of a country exert upon its political geography?

4. How would the climate and products of the country affected by it be changed if the Gulf Stream should become a cold body of water?

5. What features of "home geography" should be taught before beginning the study of other countries?

6. What conditions have contributed to make of the English a great sea-faring people?

7. How much of history belongs properly with the study of geography?

8. What features of the country would you make prominent in the study and discussion of Russia?

ANSWERS TO PRECEDING QUESTIONS.

PHYSIOLOGY.—1. *Amœba* is the name of a family of animals which are microscopically minute, and inhabit both salt and fresh water. They consist of a mass of protoplasm, unlimited by any envelop, containing granules, and usually a clear rounded firmer body, the nucleus, with a still denser speck in its interior, the nucleolus. This mass of protoplasm moves about by throwing out temporary processes in different directions and changing its form by virtue of its contractility.

2. The cell is the anatomical unit of the body.

3. The shoulder girdle is the combined structure formed by the union of the upper end of the humerus and the outer ends of the clavicle and scapula. Its use is to give firmness to the parts and to afford a firm basis of attachment for the arm.

5. The red corpuscles of a frog differ from those of a man, in being much larger and in having a nucleus.

8. The respiratory apparatus consists of a series of passages traversed by the air, which terminate in two very complex sacs, projecting freely into the cavity of the thorax. (See page 162, Adv. Phys.). It performs its work by bringing the blood as close to the air as possible. In the air vesicle the blood is separated from the air only by exceedingly thin membranes which allow the very ready passage of carbon dioxide, oxygen, and the vapor of water.

HISTORY.—1. The passage of the Ordinance of 1787 brought into force the law that, in the Northwest Territory, "There shall be neither

slavery nor involuntary servitude in the said territory, otherwise than in punishment of crimes, whereof the parties shall be duly convicted."

The Mexican War increased the intensity of the slavery controversy which was already pending. The popular hatred of slavery was increased, and the conviction that the powers and influence of the Government were wielded for its benefit became more general.

The Dred Scott Decision awakened among the people an intense abhorrence, not merely of the principle involved but of the men who openly advocated the doctrine set forth. The great issue between the slaveholders and the "abolitionists" was formed and the "irrepressible conflict" hastened.

2. John Ericsson was noted for his construction of the Monitor, and for his application of the revolving turret to war vessels. Wm. H. Seward, for his firm opposition to slavery, for the use of the phrase, "the higher law," for his adroit management of the "Trent Affair," for his purchase of Alaska, and for his adherence to the policy of Pres. Andrew Johnson, in opposition to the Republican party. Roscoe Conkling, for his masterly attempt to nominate Gen. Grant for a third term; and for his resignation from the senatorship, because he thought Pres. Garfield had violated "senatorial courtesy" in regard to certain appointments. J. Fennimore Cooper, for his novels about the sea and the forest; and for his unsurpassed descriptions of natural scenery. Robert Morris, for his invaluable aid during the Revolution.

3. During Jackson's administration there were heated debates in Congress on questions concerning the public lands and the raising of a revenue for the Government. In 1832, the tariff question came up that caused such a disturbance with South Carolina. The Black Hawk war occurred and the Seminole War was begun. Having in view the financial interests of the Government, Pres. Jackson issued the Specie Circular requiring all payments for public lands to be made in coin. This was wise, for many banks had been founded for mere speculation, and their notes were valueless. The charter of the United States Bank having expired (1836), the money that would have been deposited in it was distributed to banks of deposit in various states; these banks loaned freely and there was much wild speculation. This, together with the effect of the Specie Circular, precipitated a money panic which began the first day of Van Buren's inauguration.

Pres. Jackson's foreign policy was well illustrated in his firm dealings with the King of France, whom he compelled to pay \$5,000,000 for damage done to American Commerce during the wars of Napoleon. Briefly Andrew Jackson was noted for his indomitable courage, his undoubted honesty, and his unflinching patriotism.

4. About 1776, there were in the colonies *Tories*, or Royalists; and *Whigs*, those who opposed English rule, or who were, at most, only mild adherents to the English form of Government. At the beginning of the U. S. Government (1789) there were two political parties, the Federalists, who advocated (a) National sovereignty, (b) the Government a union; and (c) a broad construction of the Constitution; and the

Anti-Federalists; who advocated (a) State sovereignty, (b) the Government a league, and (c) a strict construction of the Constitution.

After the "War of 1812," the Federal party went to pieces fast, chiefly on account of its opposition to that war. The Anti-Federalists (Democratic-Republicans, or simply Republicans) had their own way until about 1828, when two factions were formed, the *National Republicans* who maintained broad construction principles, a protective tariff, and internal improvements at Government expense; and the *Democrats* who maintained strict-construction principles, and opposed a protective tariff and internal improvements at Government expense. About 1835, the name *Whig* was substituted for National Republican. Several new elements entered the Whig party, which advocated a protective tariff and internal improvements, and opposed the sub-treasury scheme. This party divided and died in its struggle with the slavery question, and in 1854 there arose the present Republican party favoring the limiting of slavery to the territory it then occupied; it also favored the principles of the Whig party in regard to the tariff and internal improvements. From 1854 to the present time, the two main parties have been the Democratic party and the Republican party. From the close of the Civil War to the present time, the measures or principles advocated by each are well known. We may say in a general way that a majority of the Democratic party favors a low or a revenue tariff, and that the Republican party favors a protective tariff.

5. See Constitution of the United States, Art. II, Section 2 and the XIIth Amendment.

SCIENCE OF EDUCATION.—1. More time should be devoted to the silent mastery of the printed matter than to oral reading. The powers or capabilities that are needed most, or that are of the greatest value to us in after life, are the ones that we should mainly endeavor to acquire during school life. "Silent mastery of the printed matter" is such a power. Therefore we should endeavor to acquire that power, to the exclusion of another not so useful or so needful; as, oral reading. (We may add that the art of oral reading is neglected shamefully. Even in large communities good oral readers are scarce.)

2. The race develops slowly. For permanent growth or improvement generations of time are required. A school that undertakes to force development or that offers thoroughly to educate a person in a few months is a fraud, and should be severely let alone. The teacher should know that true progress or growth is dependent upon certain cellular changes in the tissues, and that these changes require years of careful culture.

3. Vengeance hath no place in punishment; civilization everywhere follows the sacred caution, "Vengeance is mine, I will repay," saith the Lord. This fundamental statement is sufficient to show that punishment should be merely corrective. When possible, the offender should be made to correct or make right the wrongs he has done; in some cases privileges may be denied to him until he is willing again to become one of the school unity. By these or similar procedures, the

pupil quickly perceives that the punishment is simply for his own good, simply to turn him from his wrong-doing. In a general way it may be stated that in all cases where the punishment is public in its nature, it should be a warning to the innocent.

4. By calling attention to the progress of our great men who have risen from humble circumstances to honorable positions, the student of history may be aroused to activities that will some day place him on the roll of the great and noble. By noting the progress of institutional growth, a student may, within certain limits, be able to foresee results in certain lines. His ability to do this and to set forth his views clearly might put him in the way of rendering valuable services to his country.

READING.—1. (a) That during a portion of certain opening exercises the pupils should stand. (b) That distinctness should be a special aim in oral reading. (c) That a pupil in reciting should give the *sense* and not the mere words of the text.

2. It is not proper to have the pupils commit these words, for there is neither culture nor knowledge obtained from such work. It is entirely proper to require the pupils to define them with special accuracy, for the nature of the word and the part of speech are then clearly brought out; and its special relation and meaning in the context are then more fully comprehended.

3. It does not. If done well it is more valuable. If both can not be practiced, take the supplementary reading. But the other has been of great value to many of the past generation, and is now used profitably in many places.

4. *Inflection* is a slide of the voice upward or downward in reading or speaking. The *rising inflection* is an upward slide of the voice; as "Was it the *wind* or the *rain*, beating on the window pane? The *Falling inflection* is a downward slide of the voice and is illustrated in the following; "The *groan*, the *knell*, the *pall*, the *bier*, and all we *know* or *dream*, or fear of agony, are thine.

In the sentence, "Did he speak *falsehood* or *truth*?" we have both the rising and the falling inflection. The *circumflex* is the union of the rising and the falling inflection in the same syllable; as, "Hath a dog *money*?"

5. No portion whatever. At other times he can read for them, but the recitation period should be used wholly in discussing the lesson and in hearing pupils read.

6. At the close of the lesson it might be used as a variation from the regular work and to level up some of the timid and careless. But its use is questionable at any time.

ENGLISH GRAMMAR.—1. In a complex sentence the main members are of unequal rank. In a compound sentence the main members are of equal rank.

2. Mr. A. is buying real estate and Mr. B. is buying real estate. Mr. A. is buying and selling real estate, and Mr. B. is buying and selling real estate.

3. (a) Means that a horse part black and part white was sold. The compound element is "black and white" a compound adjective element.
(b) In this the unmodified assertion is "4 is equal," a simple sentence having one subject and one predicate. The compound element is *2 and 2*. If the word *plus* is used the element is not compound.

4. The clause may be used as

- (a) a *subject nominative*, as, "*That he is sick* is evident."
- (b) a *predicate nominative*; as, "*The general belief* is *that he will succeed*."
- (c) an *appositive nominative*; as, "*The report that he was killed* is untrue."
- (d) an *independent nominative*; as "*That he is dishonest* being known, he will get no work.
- (e) a *direct object*; as, I believe *he is an honest man*.
- (f) a *predicate object*; as, He wishes the question for discussion to be, "*Should we hang criminals?*"
- (g) a *prepositional object*; as, "*Much will depend on who the commissioners are.*"
- (h) an *appositive object*; as, "*Remember the old saying, 'know thyself.'*"
- (i) a *passive object*; as, "*I was told that I should go.*"

5. The clause "If it be possible" is hypothetical, and is used to modify "peaceably."

6. The nature of technical grammar is such that its important features demand some maturity of mind. In the earlier years of school life, practical language lessons are of greater importance than lessons in technical grammar, for many pupils leave school early, and how to express themselves in good English will be to them a very necessary accomplishment in the business world.

7. The sentence completed for analysis is—Some remedies are worse than the disease (is bad). The sentence is complex; "worse" and "bad" are predicate adjectives; "than" is a conjunctive adverb, joining its proposition to "worse," and modifying "worse" and "bad." (The remaining facts of the analysis are easily told.)

GEOGRAPHY.—1. There should be no memory work of the kind that is meant by the question. Yet we must keep in mind that whatever be the nature of the instruction, memory is the fundamental activity that makes all the rest possible. The valuable point that the question brings out is that the pupil should not be required to memorize dry, unimportant facts; and yet many of our geographies require us to do that very thing if we follow their text and plan.

2. (See Webster's Dictionary for *projection* and *polyconic*; and see Encyclopedia Britannica, Vol. X, page 206, for Bonner's projection, the conical). The answers are too long to insert here.

3. They may separate two countries; as, the Pyrenees. They may embody such extremes of heat or cold that no progressive civilization is possible, as, in the Arctic regions and in the equatorial regions. They may embody fertility of soil, moderate temperature, and natural

products and highways of commerce, so that the highest degree of civilization is possible; as, in the United States of America.

4. The climate of these countries would become very much colder; the humidity would decrease; vegetation would not remain green so late in the fall; and all those plants that required the former degree of heat and humidity would disappear, and give place to others of a hardier nature.

5. The local physical features, the chief vegetable productions, the animals, the peoples, the industries, the political divisions, and the most prominent relations existing among all these.

6. England is part of a great island, she puts forth an immense number of manufactures and controls many fisheries, her imports are extensive and varied, and in past times she has had many naval wars; all these facts combined, together with her spirit of conquest and exploration, have made the English a great sea-faring people.

7. Historical facts in regard to exploration and settlement, and the most prominent points in regard to the formation of political divisions.

8. Its vast plains, the characteristics and condition of its people, its form of government, and its exports. There should be added to these points the home policy of the ruler, and the attitude of Russia towards other countries.

ARITHMETIC.—1. Solution held over in order to secure illustrative cut.

2. $\frac{3}{4}$ of A's age = $\frac{1}{2}$ of B's age;

\therefore A's age = $\frac{2}{3}$ of B's age, and

$\frac{5}{3}$ of B's age = 10 years, the difference, and

B's age = 42 years.

$\frac{1}{2}$ of 42 = 32 years. A's age.

3. $137\frac{1}{2} - 100 = .37\frac{1}{2}\%$. Gain.

$50c + 37\frac{1}{2} = \$1.33\frac{1}{2}$. Cost.

4. $\$480 + .20 = \2400 . Last year's income.

$80\% \text{ of } \$2400 = \1920 . Last year's expenses.

$\$1920 + .96 = \2000 . This year's expenses.

$\$2400 + .75 = \3200 . This year's income.

$\$3200 - \$2000 = \$1200$. Saved this year.

5. $\$29400 + .98 = \30000 . The amount assessed.

$\$30000 + \$1500000 = .02 = 2\%$. ANS.

6. $80 \times 4 \times 8 \times 5\frac{1}{2} = \140.80 ANS.

7. Interest on principal from Sep. 10, 1872, to Jan. 22, 1873, (4 mos. 12 da.),

\$ 11 88

Amount, 551 88

Payment, 120

Balance, (new principal) 431 88

Interest from Jan. 22, 1873, to Mar. 1, 1874, (13 mos. 7da),

\$ 28 576

Payment, 25

Interest unpaid, 3 576

Interest on same principal from Mar, 1, 1874, to Oct. 22, 1874 (7mos. 21d)

\$ 16 627

Amount due Oct. 22, 1874, 452 083

Payment, 125

Balance (new principal) 327 083

Interest from Oct. 22, 1874, to July 16, 1875, (8mos. 24da.)

\$ 14 392

Amount due July 16, 1875, 341 475

8. The Troy and apothecaries' pound consist of 5760 grains divided into 12 ounces of 480 grains. The avoirdupois pound consists of 7000 grains divided into 16 ounces of 437½ grains. The lower denominations differ in the different weights. To reduce avoirdupois ounces to ounces of the other weights, multiply by $\frac{17}{16}$.

MISCELLANY.

COUNTY SUPERINTENDENTS OF INDIANA.

ELECTED JUNE 1, 1893, FOR A TERM OF TWO YEARS.

<i>County.</i>	<i>Name.</i>	<i>Address.</i>
Adams.....	John F. Snow.....	Decatur.
Allen.....	F. J. Young	Fort Wayne.
Bartholomew....	William J. Griffin.....	Columbus.
Benton.....	Charles H. West.....	Fowler.
Blackford.....	M. H. McGeath.....	Hartford City.
Boone.....	Joseph A. Coons.....	Lebanon.
Brown	Charles W. Snyder.....	Nashville.
Carroll.....	Charles W. Metsker.....	Delphi.
Cass	J. H. Gardner.....	Logansport.
Clark	*S. E. Carr.....	Charlestown.
Clay	William H. Chillson	Clay City.
Clinton.....	John W. Lydy.....	Frankfort.
Crawford.....	*Jas. R. Duffin.....	West Fork.
Daviess	Peter R. Wadsworth.....	Washington.
Dearborn	Samuel J. Huston.....	Lawrenceburg.
Decatur.....	John W. Jenkins.....	St. Paul.
Dekalb.....	C. M. Merica.....	Auburn.
Delaware.....	John O. Lewellen.....	Muncie.
Dubois.....	George R. Wilson.....	Jasper.
Elkhart.....	George W. Ellis.....	Goshen.
Fayette.....	Giles W. Robertson.....	Connersville.
Floyd.....	Charles W. Stolzer.....	New Albany.
Fountain.....	Eli L. Myers.....	Covington.
Franklin.....	William H. Senour.....	Brookville.
Fulton.....	David D. Ginther	Rochester.
Gibson.....	Thomas W. Cullen.....	Princeton.
Grant.....	Francis M. Searles.....	Marion.
Greene.....	*John L. Cravens.....	Linton.

Hamilton	Ellis A. Hutchens.....	Noblesville.
Hancock	Quitman Jackson.....	Greenfield.
Harrison	Charles W. Thomas.....	Corydon.
Hendricks.....	*J. D. Hostetter.....	Danville.
Henry.....	Fassett A. Cotton.....	New Castle.
Howard	George W. Miller.....	Kokomo.
Huntington.....	*James B. DeArmitt	Huntington.
Jackson.....	Wesley B. Black.....	Brownstown.
Jasper	John F. Warren	Rensselaer.
Jay	John E. Bishop	Portland.
Jefferson.....	Oliver F. Watson.....	Madison.
Jennings.....	James H. McGuire.....	Vernon.
Johnson.....	Charles F. Patterson.....	Franklin.
Knox.....	Peter Phillippi.....	Vincennes.
Kosciusko	E. J. McAlpine	Warsaw.
Lagrange.....	Enoch G. Machan.....	Lagrange.
Lake.....	Frank E. Cooper.....	Crown Point.
Laporte.....	Oliver L. Galbreth.....	Laporte.
Lawrence.....	George M. Norman.	Heltonville.
Madison.....	I. V. Busby	Anderson.
Marion.....	William B. Flick.....	Indianapolis.
Marshall.....	Silas S. Fish.....	Plymouth.
Martin.....	John T. Morris.....	Shoals.
Miami.....	John H. Runkle.....	Peru.
Monroe.....	*Frank F. Tourner	Bloomington.
Montgomery.....	John S. Zuck.	Crawfordsville.
Morgan.....	J. E. Robinson.....	Martinsville.
Newton	Wm. W. Pfrimmer.....	Kentland.
Noble.....	Willis A. Fox.....	Albion.
Ohio	*John R. Elder.....	Bear Branch.
Orange.....	Orville Apple.....	Paoli.
Owen	James W. Guiney.....	Spencer.
Parke.....	Charles E. Vinzant.....	Rockville.
Perry	Frank J. George.....	Tell City.
Pike	*John B. Blaize.....	Rumble.
Porter	H. H. Loring	Valparaiso.
Posey	W. W. French.....	Mount Vernon.
Pulaski.....	John H. Reddick.....	Winamac.
Putnam	Francis M. Lyon.....	Greencastle.
Randolph.....	John W. Denny.....	Winchester.
Ripley	George C. Tyrrell.....	Versailles.
Rush.....	I. O. Harrison	Rushville.
Scott.	Willard L. Morrison.....	Scottsburg.
Shelby.....	*Anderville Shaw.....	Shelbyville.
Spencer.....	*J. W. Nourse.....	Rockport.
Starke.....	William B. Sinclair.....	Knox.
St. Joseph.....	J. H. Bair.....	South Bend.
Steuben.....	Robert V. Carlin.....	Angola.

Sullivan	C. W. Welman	Sullivan.
Switzerland	Peter R. Lostutter	Vevay.
Tippecanoe.....	John M. Sullins.....	Lafayette.
Tipton	*A. H. Pence	Tipton.
Union	Clarence W. Osborn	College Corner, O.
Vanderburgh....	John W. Davidson	Evansville.
Vermillion	John A. Wiltermood	Clinton.
Vigo	Harvey W. Curry	Terre Haute.
Wabash.....	*A. A. Williams.....	Wabash.
Warren	*L. A. Sailor	Williamsport.
Warrick.....	Simon W. Taylor	Boonville.
Washington.....	*W. W. Cogswell	Salem.
Wayne.....	Thomas A. Mott	Richmond.
Wells	Wm. H. Eichhorn	Bluffton.
White	Louis S. Isham	Monticello.
Whitley.....	Guilford M. Naber	Columbia City.

*New—all others re-elected.

A PLEA FOR FAIRNESS.

Editor Indiana School Journal:

The JOURNAL has repeatedly emphasized the fact that so long as a teacher performs his duty in an efficient and satisfactory manner he has a right to be re-employed. Few school boards recognize this, however, and we are too often called upon to witness the cruel and unjust use of power made by these bodies.

As a recent instance of this kind the case of Prof. James K. Beck, of Indiana University, may be cited. He has been connected with Indiana University for the past twelve years. He has always been recognized as an able, popular and scholarly instructor whose personal character was simply above reproach. No teacher in the institution has ever done his work more thoroughly, faithfully and efficiently. His pupils were without exception his warm personal friends and no one wielded a stronger influence for good among them than he. Years of association with him as a student enables the writer to know about this. Suddenly and without the slightest warning he was dropped—the only excuse being that it was necessary to "re-organize" the department in which he taught and the trustees did not wish to give him entire charge. At the same time, however, another department was "re-organized" and a professor placed in charge whose previous training, success and qualifications are exactly like those of Prof. Beck.

Consistency is not a jewel with all men.

Bloomington, Ind., June 23, 1893.

ALUMNUS.

SOME NEEDED IMPROVEMENTS IN OUR INSTITUTE WORK SUGGESTED.

BY H. W. C., KOKOMO, IND.

Only a few years ago our legislature tried to improve our township institutes by enacting the law providing for the payment of teachers

for doing the regular institute work. This provision improved, I trust, the attendance and perhaps township institutes were held oftener but at the same time it changed the teachers' interest from a "mind improvement" basis to a mere "getting of dollars and cents" basis. Can there be a further improvement which will truly improve? The money cost of institutes held in this township, (Center township, Howard Co.,) will amount to about \$125 and for the county, (estimating on a like basis), the cost will be near \$1500. This money the teachers have not earned and do not deserve. If they have accomplished thorough work as outlined, (which is doubtful) they have received just compensation; otherwise they have earned nothing. I suggest this money be subscribed to a general fund, one-half of which shall be applied to the replenishing of our teachers' library and one-half to be spent in securing lecturers. These need not be the highest priced orators; on the contrary, there are many good strong men who can be secured for very reasonable sums and who will give inspiring and helpful talks. To make these lectures go as far as possible, two, three or even five townships may hold joint institutes and at half-dozen of these institutes and lectures the teachers of the whole county should convene and I believe we would see a great increase in the interest in the teacher's profession.

A SUMMER NORMAL will be held at Leavenworth, beginning July 24, with J. W. Riddle and J. R. Duffin as principals.

HON. S. R. LYONS, Bloomington, and Hon. B. F. Shively, South Bend, have been appointed trustees of the State University.

J. J. ALLISON, superintendent at Crown Point, assisted by Dr. J. M. Davis of Ohio, will conduct a summer normal beginning July 10.

THE SCHOOL OF PEDAGOGY connected with the University of New York City is making a specialty of higher professional education of teachers.

UNION CHRISTIAN COLLEGE at Merion, Indiana, is the recipient of a valuable gift from Judge N. G. Buff in the shape of a library of 300 volumes.

HOWARD CO.—County Superintendent George W. Miller, assisted by R. A. Trees and W. H. Foreman, will conduct a summer normal at Kokomo, beginning July 17.

TERRE HAUTE boys take the lead. Inst think of it. The graduating class in high school numbered fifty-five, twenty-seven of whom were boys. The usual proportion of boys on such occasions is two or three out of ten.

D. APPLETON & Co. have re-established their Chicago Educational Agency. It is located at 243 Wabash avenue in charge of Alfred A. Horn. This house has the largest list of professional pedagogical books published.

WM. R. HARPER, president of Chicago University, recently visited Indianapolis and made the address at the closing exercises of the Girls'

Classical School. His subject was "The Spirit of Study." The address was good but by no means brilliant.

THE PORTLAND NORMAL SCHOOL with G. F. Riese as principal has closed the most successful term of its history. The summer term is now in session with County Superintendent, J. E. Bishop as associate. The school has bright prospects for the future and is worthy a liberal patronage.

THE APPLICANT for a teacher's certificate is often asked to name the last four or six States admitted to the Union. We give the list in chronological order. South Dakota was admitted on November 2, 1889; North Dakota, November 4, 1889; Montana, November 8, 1889; Washington, November 11, 1889; Idaho, July 3, 1890; Wyoming, July 10, 1890.

AT THE COMMENCEMENT at Wabash College John A. Finch, an Indianapolis lawyer and an alumnus of the Institution, made a speech against co-education. There are a few arguments against co-education but Mr. Finch did not happen to mention any of them in his speech. Wabash is the only college in the State that does not admit women as students.

THE NATIONAL NORMAL at Lebanon, O., is in financial trouble. According to newspaper reports this time-honored institution has been compelled to make an assignment. President Alfred Holbrook and Prof. R. H. Holbrook are known to hundreds of Indiana teachers, and all will be sorry to hear of this embarrassment. Let all hope it may be temporary.

THE VALPARAISO NORMAL school has in attendance this term at least one representative from every State and territory in the Union. Probably no other school in the country could say so much. The attendance is increased by those who wish to attend school and also visit the World's Fair. The Fair is attended on Saturday. This school is always in "luck". If it had been located near New York the Exposition would have been at New York instead of Chicago.

WASHINGTON has re-elected its entire corps of teachers with two additions to accomodate the increasing attendance, making twenty-four in all. The enrollment last year was 1370. W. F. Hoffman has been re-elected for a ninth year as superintendent, having previously served as principal of the high school. W. F. Axtell will enter upon his ninth year as principal of the high school. Miss Omie Feagans, teacher of science in the high school, is spending her summer in study at the State University. Washington ranks high educationally.

GINN & Co. recently met with a severe loss. The Chicago office burned out June 18. About \$250,000 worth of books, all the office fixtures and records were destroyed. The loss is partially covered by insurance but money will not restore the records and insurance money never pays for inconvenience and discomfort. A new office on Wabash avenue has been secured and will soon be in shape. Mr. W. S. Smyth who has for many years had charge of the Chicago office, has retired to engage in business for himself. Mr. Smyth is one of the most effi-

cient and most genial of the fraternity of book men and he will be missed by his brethren and the school people. He is to be succeeded by Thos. P. Ballard, formerly of Columbus, Ohio, but now a member of the firm. Mr. Ed. R. Smith will continue in charge of the Indiana field and this is a guarantee for the safety of the future.

THE STATE CONVENTION OF COUNTY SUPERINTENDENTS was held June 13 and 14. The secretary's report has not reached us in time for this issue. It can be truthfully said that the meeting was an interesting and a profitable one, although the attendance was not so large as at some previous meetings. Among the interesting topics discussed were the following: In what way may the county superintendent be most helpful to his teachers? The superintendent's relation to the public. How interest the people in the work of the schools? What should the superintendent learn from the manuscripts of the bi-monthly examinations? Purpose of the county institute. "Other Evidences" to be considered in licensing teachers. These are all questions of vital interest to superintendents and teachers. No superintendent could listen to the papers and discussions without being profited. F. A. Cotton, superintendent of Henry county, was elected president for the coming year. By reference to the list of recently appointed superintendents found on another page it will be seen that *seventy-eight* of the *nine-two* were reappointed.

PERSONAL.

CHAS. E. MORRIS is the new superintendent at Salem.

J. L. DIXON has been re-elected for a sixth year at Elizabethtown.

MISS KITTIE E. PALMER is principal of the Franklin High School.

CHAS. McDANIEL will remain as principal of the Madison High School.

DAVID M. GEETING has been re-elected superintendent of Madison schools.

C. L. HOTTEL has been re-elected superintendent of the Portland Schools.

J. I. LAMBERT, of Ada, O., has been elected superintendent at Hartford City.

ARIE M. TAYLOR and A. F. Stuart are conducting a summer normal at Rushville.

D. C. RIDGELY, of North Manchester, is to be principal of the high school at Delphi, vice J. M. Culver resigned.

S. W. HILLMAN has been re-elected superintendent and L. C. Johnson, principal of the High School at Montpelier, Ind.

C. W. MCCLURE has resigned his place at Brookville, after having served as superintendent of schools for seven years.

JAS. F. SCULL has been elected for a twelfth year at Rochester and reports the last as the best year's work yet done. Good.

E. E. STEVENSON, formerly superintendent at Rising Sun, has recently removed to Indianapolis where he will practice law.

A. C. FLESHMAN, formerly of Indiana, has been elected superintendent of schools for a fourth year at Winchester, Ky., at an increased salary.

J. C. EAGLE has been elected for a seventh year as superintendent of the Shelbyville schools. He reports his last year's work as very prosperous.

W. A. BOLLES, formerly superintendent of the Shelbyville schools, is now principal of an academy at Cleburne, Texas. He reports himself well and happy.

IRWIN SHEPARD, principal of the Winona, Minn., Normal School, has been appointed Secretary of the National Association vice R. W. Stevenson, deceased.

D. T. POWERS, a graduate of the State Normal, is to be principal of the Haughville schools next year. Haughville is a suburb of Indianapolis and employs ten teachers.

J. C. GREGG has been re-employed for a fifteenth year as superintendent of the Brazil schools. Only one or two other superintendents in the State have held sway so long.

T. D. AKER, a State Normal graduate, has been elected to the principalship of the central ward building at Columbus at a salary of \$810. There will be twelve teachers in the building.

GEO. W. HUFFORD will remain in charge of the Indianapolis high school. The graduating class in June numbered eighty-five, making the whole number of graduates for the year 149.

PROF. KENNAMAN has graduated in the Pedagogical Department of the New York University and has now begun his work in that department in the Central Normal College, Danville, Ind.

WM. REED has resigned the superintendency of the Hartford City schools after having served fourteen years. He gave notice a year ago that he would not be a candidate again for re-election.

E. G. MACHAN was re-elected superintendent of LaGrange county by a unanimous vote, the entire eleven trustees, Democrats and Republicans, voting for him. This is Mr. Machan's seventh election to this office.

C. W. THOMAS, superintendent of Harrison County, has had a "write-up" recently in the *Corydon Comet*. His picture is good and he has made a good record. He is a graduate of the Valparaiso Normal school.

REV. GEO. S. BURROUGHS was formally inaugurated president of Wabash College, June 21. The writer regrets his inability to witness the interesting ceremonies. Wabash College was founded in 1832 and Dr. Burroughs is its fourth president.

W. H. ELSON, for many years superintendent of Parke County but for the past year superintendent of the LaPorte schools in the term-

porary absence of Supt. Hailmann, has been chosen a supervising principal in the Indianapolis schools. Good.

MISS MARY BELLE POWELL, who recently graduated at New Castle, has attended school for nine consecutive years without being tardy or absent, although she lived nearly a mile from the school house. It is not necessary to add that her deportment and scholarship ranked high.

Wm. FEATHERINGILL has been promoted to the superintendency of the Franklin Schools. Other things being equal, the JOURNAL heartily endorses the civil service idea of promoting from the lower ranks. Mr. Featheringill has for several years been in the High School.

CHARLES F. COFFIN, formerly superintendent of schools at New Albany, but for several years past a citizen and a lawyer at Wichita, Kan., has been elected dean of the law school at DePauw. Mr. Coffin is a man of unusual ability and will be an honor to his *alma mater*. It is understood that he will make his home in Indianapolis.

W. H. HERSHMAN has removed to Attica where he will have charge of the schools next year. He made many warm friends at Delphi, where he has been for several years past. Before his departure his teachers made him a present of a gold-headed cane, and the Epworth League, of which he was president, gave him a reception and a handsome present.

C. M. CARPENTER, late superintendent of the Bloomington schools, recently met with a serious accident in Indianapolis. While assisting a child to cross a crowded street unharmed he sprang out of the way of one hack directly in front of another and was knocked to the pavement. He was picked up unconscious and it was afterward discovered that the small bone in his forearm was broken.

W. D. McCoy, one of the most popular colored men that ever taught in Indianapolis, recently died at his post in Liberia. He was appointed minister to that country in January, 1892, to fill a vacancy caused by the death of his predecessor. Mr. McCoy was a man of good education and of unusual good common sense and was a representative man of his race. No details of his death have as yet been received.

JOHN COOPER, formerly superintendent at Richmond, Evansville, Ind., and Leavenworth, Kansas, but for a few years past out of school work, will next year have charge of the Brightwood schools. Brightwood is a growing suburb of Indianapolis which has recently acquired independent corporate existence. Indiana teachers will gladly welcome back to their ranks their old time highly respected friend and associate.

SHERIDAN Cox has closed his twentieth year as superintendent of the Kokomo Schools. He was not a candidate for re-election. Since his first election the place and the schools have made remarkable growth. He leaves the schools in good working order and has the gratitude and best wishes of the entire community. Mrs. Cox, who for the most of these years has been a faithful and highly efficient teacher in the high school will also retire.

GEO. F. BASS, who has been for many years supervising principal in the Indianapolis schools, has resigned his position in order to start a new paper, *The Indiana Young People*. As the name indicates the paper will be for young people—in their interest. It has the hearty indorsement of the directors of the Young People's Reading Circle. It will review books and make suggestions, and in all possible ways will aid in pushing forward this reading circle work. Mr. Bass is eminently qualified for this line of work, and THE JOURNAL wishes him unbounded success in it. His present relations to THE JOURNAL will continue.

HORACE PESTALOZZI OWEN has been President of the school board of New Harmony, Posey County, Ind., for the last three years and he was recently unanimously chosen for another term of three years. Although never a teacher, but a successful banker, this gentleman is connected with more men who have been famous in educational circles, perhaps, than any other man in America. His paternal grandfather was Robert Owen, the real founder of the infant schools of England. His father was Dr. Richard Owen, for many years professor of Natural Science in our State University. His maternal grandfather was Joseph Neef, the first Pestalozzian teacher in America. He was named in honor of Horace Mann and J. H. Pestalozzi, two world renowned educators.

BOOK TABLE

THE WESTERN PEDAGOUGE is the name of the State School Journal of Oregon published at Corvallis. The issue before us looks well and reads well.

"ORIGIN AND PRINCIPLES OF POLITICAL PARTIES" is a little pamphlet by W. T. Gooden, formerly of this State, but now in charge of the schools at Pana, Ill.

No. 57 of the Riverside Literature series contains "A Christmas Carol" by Charles Dickens and No. 58 "Cricket on the Hearth" by the same author. Price 15 cents each. Houghton, Mifflin & Co., Boston, Mass.

THE June issue of *Jenness Miller Illustrated Monthly* is replete with entertaining features. There is an endless amount of good reading for both men and women. There are stories, poems, fashions and articles describing dainty work for women in summer. 10c a copy, \$1.00 a yr.

THE JUNE Forum contains several very valuable articles. Among them is J. M. Rice's final summary of his conclusions based on personal observation of our public schools. This is, perhaps, the most valuable and suggestive of all Dr. Rice's celebrated articles on the school question.

THE BOSTON TRAVELLER, a weekly paper, will devote a portion of its space to educational news. This paper is a reliable publication for current news. We will send with the INDIANA SCHOOL JOURNAL one year for \$2.00. Price of Traveller, \$1.00 per year. Sample copies can be secured upon application.

BEST PRIMARY SONGS are compiled and arranged by Amos M. Kellogg. Published by E. L. Kellogg & Co. It is an inexpensive book and contains some 50 or more songs for small children. Many of them are motion songs and can be used to great advantage on public occasions. All are bright, cheerful and new.

PAPER FOLDING AND CUTTING is the title of a pamphlet by Katherine M. Ball and published by the Prang Educational Company of Boston and Chicago. It is especially adapted to kindergartens and public schools. The folding is made on true geometric principles and at the same time within the comprehension of very young people. This book must be very suggestive to teachers interested in this line of work.

LITTELL'S LIVING AGE.—Recent issues of this charming magazine, now in its fiftieth year, present the same interesting variety of historic, literary and scientific matter that has characterized its contents from the beginning. The reader is always sure to find in each weekly issue articles on the subjects of the greatest present interest and which are, at the same time, of permanent value. A specimen copy may be obtained by sending 15 cents to the publishers, Littell & Co., 31 Bedford street, Boston.

CHILD'S CHRIST TALES are written by Andrea Hofer, editor of the Kindergarten Magazine, Chicago. No more valuable or attractive book could be prepared for opening exercises in our day schools or Sunday-schools. An interest in Christ the man must be awakened by these stories of Christ the child. The illustrations, of which there are several, are taken from the famous pictures—the Christ Child, St. Anthony and the Child, The Guiding Angel are copies of these same pictures by Murillo and the Holy Night by Corregio is also given. The volume is tastefully bound in cloth. Price, \$1.00.

FIFTY LESSONS IN WOODWORKING by Arthur A. Upham, Professor of Natural Sciences, State Normal School, Whitewater, Wis., is published by E. L. Kellogg & Co., New York and Chicago. The object of this little book is to outline a course in manual training for boys and girls of fourteen years and upwards. The lessons are simple, acquainting the pupil with the hammer, saw and plane, bit and chisel. He is initiated in the construction of the various joints and should he work faithfully along through the fifty lessons, will have constructed a step-ladder, a book-case, a box with a hinged cover and several other quite useful articles.

ELEMENTARY AND ADVANCED ARITHMETICS, by Miss Nebraska Cropsey, Assistant Superintendent of Indianapolis Schools and John W. Cook, President of Illinois State Normal University. These two books published by Silver, Burdett & Co., Boston, Mass., are additions to their Normal Course in Number and very excellent additions, they are, too. The elementary arithmetic presents three years' work after the child is familiar with all the combinations of numbers to twenty. The book is the result of actual work in the school room and actual experience with the teachers under Miss Cropsey's guidance. A striking feature of the book is the absence of set definitions and the fewness of formal rules. These rules occur only in the third year's work. Another feature is the

great number and variety of practical examples calling for original thought on the part of the child and a third feature is the careful gradation of the whole, so that the pupil is always prepared for the newer and more difficult problems by previous training. It seems to us that it must recommend itself to every teacher who examines it carefully and understandingly.

THE Advanced Arithmetic, by Pres. John W. Cook, is a worthy successor of the elementary work. Mr. Cook has had large experience in the training school connected with the Illinois State Normal School and in this book he has embodied the results of his work. As in the elementary work an unusual number of problems is given and it has been the aim of the author to make these as practical as possible. The author has endeavored to give the pupil every facility for the use of his reasoning powers, but leads him along so gradually that the new is assimilated without the consciousness of its difficulties. It seems to us that these books must become popular with thinking teachers.

A SUMMER TRAVELLER'S GUIDE.—*The Forum Publishing Company*, of New York, have just published a little book that will prove of much interest to all contemplating a visit to any of the great resort sections or to any of the large cities of this country. The volume, "America's Great Resorts," is handsomely illustrated, tastefully bound and describes in detail the leading resorts of the Atlantic and Pacific coasts, the Great Lakes, the White, Catskill, Rocky and Adirondack Mountains Niagara Falls, Florida, California, Yellowstone Park, etc., etc. The volume is for gratuitous distribution and copies will be mailed to any address by the publishers on receipt of eight cents to cover postage.

SUGGESTIONS FOR INSTRUCTION IN COLOR, by Louis Prang, Mary-Dana Hicks and John S. Clark is published by the Prang Educational Company of Boston and Chicago. The overcrowded teacher, with two, perhaps more, grades under her care, will cry out, "What, add more to the school curriculum!" And yet when we consider the number of persons who are actually color blind there seems a necessity for positive instruction in colors, tints and shades. The object of such instruction is personal culture and practical usefulness. The brakeman who cannot distinguish the light of the red lantern from that sent forth by the blue or the yellow lantern loses his place. His inability to distinguish color costs him much. This instance demonstrates a practical usefulness of the knowledge of colors. This book, as its name indicates, contains practical suggestions in color instruction and must be a great aid as well as great inspiration to the true teacher.

BUSINESS NOTICES.

LA PORTE TRAINING SCHOOL FOR KINDERGARTNERS.—For circulars or information, address Mrs. Eudora L. Hailmann, La Porte, Ind.

A VERY PLEASANT AND PROFITABLE OCCUPATION may be found for teachers in organizing Councils of the Oriental League. For full particulars write Edward R. Magie, Superintendent of Organization, Indianapolis, Ind.

TEACHERS desiring less confinement and more money will find it to their advantage to address American Collecting and Reporting Association Rooms 2, 3 and 6 Boston Block, Indianapolis, Ind. 7-1t

TEACHERS' INCOMES.—Teachers can add largely to their incomes by working for us during spare hours, without interfering at all with their school duties; in fact, the character of the work is educational and directly in their line. Write at once to B. F. JOHNSON & Co., Richmond, Va., for particulars. 6-6t

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

IN THE NORTH GALLERY, Manufactures and Liberal Arts Building, all educational visitors to the World's Fair will find, for free distribution, a programme of the N. E. A., together with a plan of the fair grounds and a correct map of Chicago, at the Educational Map Exhibit of Rand, McNally & Co. 6-4t

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

THE LAKE ERIE & WESTERN RAILWAY is doing a large business in carrying passengers to the World's Fair. Its line does not run all the way, but it connects with a boat line at Michigan City and makes good time. The boat ride on Lake Michigan, without extra charge, is proving a winning card, and its trains are crowded. Before buying tickets get the rates of the L. E. & W. 7-1t

THE GREAT NORTHWEST HOTEL, within walking distance of the World's Fair, is a good place for teachers to stop. By paying \$2 membership fee, rooms are secured at \$1 a day. A good restaurant is in the same building, where meals can be secured at reasonable rates. Those who have stopped at the hotel speak of its accommodations in flattering terms. For further particulars address E. J. FOSTER, Indianapolis. 7-1t

W. F. L. SANDERS, of Connersville, Ind., has in press an outline to "Leading Facts of American History," the text-book in U. S. History adopted by the State of Indiana. The thought in the text is completely covered by the analytical outline. Every teacher knows what this means, and how advantageously he can use it by writing on the blackboard enough for a lesson and having his class to recite from it. Several teachers have been testing it for the past two years, and nothing could induce them to do without it. It will be ready in about two weeks. The price, by mail, is 28 cents in two-cent stamps. First come, first served. Send in your orders at once. 7-1t

TEACHERS AT THE WORLD'S FAIR.—If teachers intending to visit the World's Fair will send at once to D. C. Heath & Co., 355-361 Wabash avenue, Chicago, Ill., a postal stating: (1) When they will arrive in Chicago; (2) how long they will be in the city; (3) their exact address, giving street and number or suburban village, as the case may be, then this information will be placed in a book in which the names of teachers are arranged alphabetically, and this book will be kept in the booth of D. C. Heath & Co., in the Liberal Arts Building, so that teachers may know if their friends are in the city, and, if so, where to find them, in case they wish to look them up. Address postal card at once, with above information, to D. C. HEATH & Co., 355-361 Wabash avenue, Chicago, Ill. 7-1t

S. R. WINCHELL'S TEACHERS' AGENCY, 262 Wabash avenue, Chicago. An agency to assist School Boards, School Superintendents, College Presidents and Principals of Private Schools in selecting the best teachers for existing or prospective vacancies. *No charge for such services.* Teachers who would like to be enrolled in this agency are requested to send a full statement of their qualifications and experience, stating the kind of position desired and the salary expected, enclosing ten cents in stamps and a photograph. If it then seems to the manager that he would be justified in recommending them for such a position as they want, he will send them an enrollment blank to fill; if not, he will return the photograph and testimonials. No registration fee is required. *Only the best teachers are wanted.*

6-tf

FOR THE WORLD'S FAIR.—Special Parlor Car for Indianapolis people leaves the Union Station at 10:45 a. m. daily for Chicago via the Big Four World's Fair Route, landing passengers directly at the World's Fair grounds at 4:15 p. m. Returning, the car leaves Chicago at 8:25 a. m. and the World's Fair grounds at 8:44 a. m. daily, reaching Indianapolis at 2:35 p. m.

This is in addition to the local Indianapolis and Chicago sleeper via the same route, which is open for passengers at 9 p. m. every day, leaving the Union Station 12:45 midnight, reaching the World's Fair grounds at 7:10 a. m. and Chicago proper at 7:30 a. m. Returning, leaves Chicago at 11:30 p. m. and the World's Fair grounds at 11:49 p. m. daily, reaching Indianapolis at 6:00 a. m.

In addition to these the Big Four has three more, making five in all, vestibule passenger trains with the finest coaches, parlor and reclining chair cars, dining cars and superb standard and compartment buffet sleeping cars, daily each way between Indianapolis and Chicago, landing and receiving passengers direct at the grounds.

These trains run daily as follows:

Leave Indianapolis, . . .	10:45 a.m.	11:50 a.m.	4:00 p.m.	11:30 p.m.	12:45 a.m.
Arr. Chicago	4:35 p.m.	5:15 p.m.	9:50 p.m.	6:55 a.m.	7:30 a.m.
Leave Chicago	8:25 a.m.	1:30 p.m.	8:10 p.m.	9:15 p.m.	11:30 p.m.
Arr. Indianapolis,	2:35 p.m.	7:15 p.m.	2:25 a.m.	3:40 a.m.	6:00 a.m.

7-1t

For That Tired Feeling

**Nervous and
general debility,
depression of spirits,
loss of appetite,
insomnia,**

"For over twelve months I was afflicted with general debility, languidness, depression of spirits, headache, and loss of appetite, followed by chills. I was scarcely able to drag myself about the house, and no medicine did me any good until I began to take Ayer's Sarsaparilla and Ayer's Pills, since which I have entirely recovered my health." — Mary Henrickson, Ware, Mass.

Ayer's Sarsaparilla

Prepared by Dr. J. C. Ayer & Co., Lowell, Mass. **Cures others, will cure you**

Hahnemann Medical College and Hospital of Chicago.

The thirty-fourth annual course of lectures in this institution will commence September 14, 1893. New college building, elevators, restaurant, reading rooms and laboratories. Everything modern. Experienced teachers. Low fees. Equality in sex. Send for Lecture Card. Announcement and sample of The Clinique. Address, E. Z. BAILEY, M. D. 3034 Michigan Ave., Chicago.

11-9t.

INDIANA SCHOOL * JOURNAL

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*THE BEST TEACHER FROM A SUPERINTENDENT'S POINT OF VIEW.

W. C. BELMAN, SUPT. OF HAMMOND SCHOOLS.

"Stand still my soul, in the silent dark,
I would question thee
Alone in the shadow, drear and stark,
With God and me.

"What, my soul, was your errand here?
Was it mirth or ease,
Or heaping up dust from year to year?
'Nay, none of these!'"

Thus does the poet Whittier question himself, thus would he have us question ourselves as to life's duties. Therefore would we, as we approach the subject of our paper, ask the question anew, What is our errand? Is it mirth, or ease, or heaping dust? And the one who, as she leads children along the early path of life, gives answer: "Nay, none of these!" she is the best teacher.

In this paper we shall aim to be practical. We shall speak of common things, many of which we have heard before, but as they are the ever essential qualities of the teacher we shall recall them without regard to their triteness.

*Read before the Northern Indiana Teachers' Association at LaFayette, March 31, 1893.

We must look at the teacher to-day as the superintendent should see her. Many judge a teacher from her ability to please society, and social qualities are necessary. Others, thinking she has a good education, are willing to vouch for her as a teacher and education is necessary. Others—would that no teacher would allow it—because of their friendship or political pulls, will recommend her to be a very successful teacher. But we as superintendents, must judge from other standpoints. The one general question we ask is, "Can she properly lead the developing child?" And then we look for some of the essential qualities that are to determine whether we may say Yes or No. We have chosen to look for these qualities as they appear in three different relations. (1) The relation of the teacher to herself; (2) The relation of the teacher to her superintendent; (3) The relation of the teacher to her pupils.

We are not all born teachers, yet we may become successful ones, if we have earnestness of purpose to grasp the fruit that culture and broad education will give us. The rational teacher is a student of the mind. I do not mean that she shall be a close reader of abstruse psychology but I mean she shall study the activities of the mind, bringing to bear upon her study all the help she may gain from books. We talk about teaching concretely from nature and then we turn to our books and read about mind and fancy we understand it. If we know a boy "we must study a boy and not a book about boys." And we must study until we have a clear idea how that mind works. We may not be able to put the knowledge into words of technique, but we know how to use it for the boy's good. Such a teacher approaches in one particular a born teacher.

Again, the best teacher is one who can beget and foster a high intellectual and spiritual taste. To be such, one

must have within herself a craving after higher things. She must have a healthful and ever-widening growth in mind and character. To be wise in the knowledge of text-books is a necessity, but to be broad and accomplished in the thoughts of the great and good is much more a necessity. The "best teacher", then, is one who is reaching out and grasping truth wherever it may be found, is grappling with the broader culture that shall burst asunder the bonds of self-conceit and open to her soul all the beauty, the good, the truth of life itself—to such a one a parent need not fear to trust his growing child. She it is who has food for the hungry mind of childhood. She it is who delights to serve and in the language of the poet,

"To inspire * * *

To larger deeds that the whole world will wake,
And, as at stirring sound of bugle, take
Truth's highest citadel."

Every teacher must have a strong love for individuality. She must meet her pupils as individuals. She must through that individuality gain their love, their confidence. That individuality in the teacher, however, shall not be of that type that does not recognize the individuality of others. It must not think there is only one individual in the world and all the others must coincide. I am a firm believer that the individuality of the pupil should be stimulated and not killed by the teacher. I also believe it should be in the teacher and not killed by the superintendent. The best teacher, then, demands freedom for her individuality and when granted does not abuse it.

Another qualification for the best teacher is originality. Such a teacher is always in proper condition to undertake work and intelligently perform it. She works from principles. She has a method based upon reason. She is always in a mood of inquiry as to the ultimate

good produced. She is the searcher after truth. She is the one who dares progress. She dares to grapple with a "fad" and a school board never votes fads out where such a teacher labors.

One of the highest qualifications is that of realizing the purpose and end of education. Such a teacher must see that the end is power not facts; she must see that the soul of a child is one of the grandest things conceived of, and this, all under the guidance of a teacher. Then, is it too much to say, that a good teacher must have a broad conception of life, and a just knowledge of how to develop that life? What shall we say of the teacher whose idea is to teach reading, arithmetic and spelling, and be satisfied when the task is done? What shall we say of the teacher who through these subjects seeks that the soul shall grow into a greater truth, the eyes shall see more of beauty, the ear hear less of discord, the hand toil less for self, the tongue sound fewer words of strife and the heart swell with a deeper love to brother, home and God?

Again, the teacher who succeeds best is the one who makes careful preparation of her work. She arranges her work for the day so that there will be no wasted energy. Her work is strong because all the points in the several subjects that may be related are systematized so as to save time and force. Such a teacher sees unity running through the whole course and takes advantage of that unity to strengthen a thought in the mind of her pupils. This also implies a broad view of subject values of which every teacher should have a good knowledge. This preparation also provides some new thing for each recitation. It matters not how many times she may go over a subject, the best teacher will always find something new, something refreshing, something worth striving for.

Lastly, as related to herself, the teacher should have a thoughtful idea of labor. She should remember that we, made in the image of our Creator, should like him, as expressed by Froebel, "Hover over the shapeless mass and move it that it may take form and shape." This implies much labor, but we repeat, "Our errand here is not mirth or ease." In her relation to the superintendent, the best teacher will be loyal. By loyalty we mean that spirit in which the teacher, while she may not approve of all methods or measures that may be submitted to her, yet she will, to the best of her endeavors, get all the good possible out of them. The loyal teacher will not speak disparagingly of these things to other teachers. The teacher who does is one of the worst elements in a school. One calumnious tongue may destroy the unity of an army and thereby lose its battles. The true soldier obeys his superior officer if it be to go "into the Valley of Death." The true teacher will also prove loyal to her commander, thereby insuring a united effort.

Again, our teacher stands in the relation of friend to the superintendent. It is a mutual relationship; the superintendent is not the master, the teacher the servant. She looks upon him as a director, as a friend, and he should not appear in any different position. With such a feeling existing between them, the teacher is able to lay the whole of her work open to the superintendent and with him examine it for improvement. Under such conditions there need be no fear, no trembling, no false opinions, but a freedom, an atmosphere, where truth doth always flourish. Away with the superintendent or school board who tries to show a superiority when with a jealous heart they curtail the freedom of the teacher.

The good teacher will assist the superintendent in stimulating the spirit of the community. Every best teacher

comes in contact with the patrons of the school much in the same way the good pastor comes in contact with his parishioners. She meets them in their homes to assist each other in the problem that is before them both—the development of child life. It is during these visits that the seeds of progress may be sown by the teacher. A live teacher will seek to do this kind of work, for that which is alive both takes and gives in return. But our teacher is to be tested in her relation to her pupils. In the busy hum of the school room, where she comes in contact with the living child, with all his peculiarities, with all his eagerness, some for bad, much for good, the real success of the teacher is to be tested, and tested by little things which measure her nobleness and love for childhood. Among the many things for which we look is the power to hold the interest of the child. We see many teachers who have interest in their class because the lesson is full of interest, because the activity of childhood is inherent. The best teacher, however, has interest because of her activity. She makes the subject bristling with points. She awakens a dormant activity. She draws as with a magnet the attention of all who come within her magnetic field.

The best teacher is one who has a power to win and hold the boys. She it is, who measuring carefully the desire of the hearts not satisfied, of the energy in those feet not yet grown weary, the force in those prattling tongues not yet learned to phrase the language of the by-ways, she who can read the tenderness in those youthful hearts who know not yet the bitterness of the unkind world, she it is who can save them and keep them. It is not so much the teacher we want who can regain them as it is the one who can keep them. She must not check that flow of energy, else it might as the water-rain of the mining camp, rebound with force to tear all

away. She must turn this force of lips, tongue and feet and all—for the whole boy is alive—she must turn all this into a channel that shall cause the tongue to speak words of truth, the feet to tread ways of peace, and the heart to shine forth as a sunbeam to warm and lighten the whole world.

The poet has well outlined the teacher's duty when he says:

"He who checks a child in terror,
Stops its play or stills its song
Not alone commits an error,
But a grievous moral wrong."

"Give it play and never fear it;
Active life is no defect;
Never, never break the spirit,
Curb it only to direct."

"Would you stop the flowing river?
Think you it would cease to flow?
Onward, it must move forever—
Better teach it where to go."

Howland says, "We want our teachers too big, too manly, too womanly to be insulted by any child intrusted to her care." That teacher who is in such sympathy with child nature, who has such perfect self-control that when a child steps beyond the bonds of its freedom and rebels, can see the error of the child and recognizing that, rather than the personal attack, can become master of the situation. The best teacher does not think of self. Her soul has learned to reach out of its narrow confines and draw others to it. She warms the chilly atmosphere of despair and makes the boy a friend. She relieves the burden from his heart and makes the boy respect her. How different from that narrow, self-wrapped up teacher who imagines the boys are mean just to torment her and ere long has the fact demonstrated. I believe the question of order is settled along just these lines.

When a teacher has a large supply of faith and hope, the third in the trinity is sure to be present. She has a bad boy who is bad because he knows no other way. But our teacher applies her remedies. He does not become good this week, she does not expect it. He is still bad at the end of a month, she is not disappointed. Faith and hope are good companions and they linger by the side of that angel, love, while hope grows brighter and faith grows stronger and at the end of a life-time they rejoice at a soul saved. Oh, yes, our teacher did not do it, she helped. One teacher never completely cures, many good ones always will. Oh, that our grades were full of these teachers in which there abides "these three, Faith, Hope and Love."

Our teacher has the right idea of education. She has learned that school is for that high idea of making men out of our boys and women out of our girls. Too many have the ideal of a minister, a lawyer, a professional man of some kind and lose sight of the great idea that the man must be at the bottom of it all, and that, without this, the others would fail. When the teacher realizes this she will feel the great responsibility resting upon her. Then will she stand and ask herself the question, Am I fitted for this work? Can I fill so great a position? It is only when we recognize the greatness of our labor and the weakness of our strength that we may become great.

We have tried to portray a teacher that might be. We may have drawn our picture too theoretical, and too idealistic. Some no doubt will say that can not be. They will always say in the language of one, "That these cold critics who are safely ensconced in their stern heights, this spring-tide of warmth and sunshine has not reached them. They look out upon the firm rock hard and forbidding as of old; the dwarf pine and scrub

hemlock wear their last winter's greenness; adown the mountain's sides the giant old trees, with their withering foliage at half-mast over the sad approach of civilization, shut from them the beauty of the awakened fields below and their sighing branches drown the music of bursting buds and the unfolding of tender leaves which shall ere long fill our land with health and happiness." But those teachers who are anxiously alive to the spirit of the new education will at least recognize the need of these things and press on to an attainment of them.

*THE BEST SUPERINTENDENT FROM A
TEACHER'S POINT OF VIEW.

MISS JANE LANGLEY.

Some time ago, thus the story runs, in the days when the Thompsonian view of medical science was making an effort to capture the public mind, a farmer became a convert to its principles. He at once began to act as well as to believe, and being convinced that red pepper was the great cure-all for the various diseases of mankind, he planted an acre of land with red pepper plants. The season was favorable and in due time a plentiful crop was harvested. He took this crop of peppers, extracted the juice, and in some way best known to himself boiled it down until he had a pint of the extract of red pepper. Soon after, he learned that a neighbor was very ill, so with his bottle of extract in his pocket he went to render what assistance he could. Upon his arrival he was told that his assistance was of no avail, it had come too late,—the man was dead. Our Thompsonian friend however, having the greatest faith in his extract, dropped a little on the tongue of the corpse.

To his great delight and the greater astonishment of the spectators, the dead man regained his life, recovered his health and was once more a well person.

A wise teacher avoids pointing explicitly to the moral of the story, but lest it might be thought that egotism drew the analogy between the pepper and the paper on the points of keenness and power, it is allowable to say that the boiling down, the bottling and the use at the first opportunity are the points of illustration.

Year after year, the teachers attend professional gatherings, from the State Associations down to the little grade meetings, well supplied with enthusiasm, patience, paper and pencil. Usually we listen to our instructions for duty with honest hearts in order to practice them; but often the savage desire predominates that the words to which we listen might acquire the character of a boomerang and return with much of their force to the starting point.

Now that the opportunity presents itself to the other side, think of the concentrative power necessary to return the compliments of twenty years in twenty minutes. Boiling down an acre of pepper pods is nothing in comparison with the state of the teacher's mind under the present circumstances. How to take the good qualities of all the noted men who ever lived; the best points represented in every profession; the shining attributes of saints and angels; the sturdy characteristics of heroes and martyrs; the gentleness of the ideal woman and the strength of the typical man; and combine all these, increase them, intensify them, and then reduce the result to the capacity of an average-sized coat, is a mighty task for twenty minutes.

The qualifications of the best superintendent are so equally important that one hesitates a little as to first choice. However there must always be a foundation

for any solid structure and no man can become a safe member of any profession unless he is first possessed of true manliness. How surely is this the case when one is working not alone for the success of his own life and character, but also in view of the influence he exerts directly upon the men and women of the future. A teacher, whether a greater or a lesser light, can never afford to do the least thing which is not honorable and straightforward. Leaving his own conscience out of the question, the children detect the least deviation from rectitude. While it is the habit of the average child to act from policy, his respect is for those who lead him above it by example and precept. The end of education is to form men and women, and teachers must first be men and women themselves. Like produces like, and a manly boy will be easiest found among those under the care of a manly man. The man of strong, earnest, correct sentiment and thought is the man to give character to the young.

While our best superintendent is strict and unyielding in one sense, in another he must be very flexible. He holds close to him the straight line of duty but clothes it with the curved line of beauty. He plods along life's dusty highway of unrelenting occurrences remembering that Heaven's blue arch is over and around him. His manliness will be tempered and beautified by his sympathy. Who can pass through the halls of a large school building and listen to the hum of busy voices from the open doors of ten or fifteen rooms and think of the superintendent, seated in his little office, without realizing how great his sympathy must be to connect him with the individual teacher and pupil. Leading the children is holy work and can only be done acceptably to God by one who is imbued with the loving, tender sympathy of the Great Teacher. Even though

the superintendent is on the higher rounds of the educational ladder he will bear in mind the words of one of our leaders of thought, "Let us live with our children." We often hear in connection with some accidental occurrence the words, "We know not what a day will bring forth." Would it not be well to think of that saying in the light of cause rather than effect; to think of the possibilities of the harvest which will come from one day's seed sowing. In the busy life which the superintendent necessarily lives it is very easy to check the impulse which would give some outward sign of the sympathetic interest he feels in special cases. But the angels have many records of the earnest thoughts resulting from a loving touch on the shoulder, a kind inquiry or a faithful warning. A few days ago a young girl was talking of some of the experiences of her life and speaking of the teachers of her early school days, I told her I should probably see that superintendent in a few days. Her eyes brightened and she said, "Oh! tell him I have never forgotten the inkstand." On receiving an explanation of the message, I learned that it was an occurrence seemingly very trivial at the time, that formed an important link in the chain of influence which lifted that child to a higher plane of life. Not only does the superintendent exert a direct influence upon the child, but his relation to the teacher is an open channel along which his sympathy flows to the pupils. In the same proportion that the teacher feels the recognition of her honest efforts for the good of her school, just in that proportion are those efforts sustained. Do you know, superintendents, that your comings and goings among the various schools under your charge are regarded in two ways, as visits or visitations? They may not be intended in the latter sense, and are not accepted as such generally, by the older teachers, for

they have learned that the superintendent may be as human as themselves and be as deeply discouraged by conditions in the moral atmosphere. But a young teacher is very apt to feel that an unusually thoughtful aspect must be caused by the short comings in her work and she often sheds bitter tears over it, not always from chagrin over her fancied failure, but from a real grief because she has failed to make her work pleasing to her superintendent. Of course this feeling may as often be the fault of the teacher as the superintendent, and it may be a condition to produce the best results, but many of us can say from our experience that it is a very painful ordeal.

While we believe that it is better to be all heart than to have no heart, and that one seldom possesses too much charity, yet our ideal superintendent does not allow his sympathy to get the better of his judgment. He cultivates his head equally with his heart. A well balanced mind is an essential of his character. He will be quick to discern the shams and shoddy in the life of teacher and pupil and protest against their filling the place of true feeling and earnest effort. He will be on the alert against mere plausibility. Many times he must take a quick decisive stand upon some point which will affect the educational interest of the entire city. He must have the power to see clearly and act intelligently independent of any personal bias which may be brought to bear upon him. Many suggestions are made which appear good and safe, but contain serious flaws. Watchful for the best interests of the schools our superintendent will have so trained his perceptive faculties and his judgment that at a crisis he may decide at once what should and what should not be allowed. His teachers regard him as a rock of safety which will never fail them. His advice guides them through troubled scenes

and they reflect with gratitude and pride upon the ready, correct judgment which was their salvation.

As a means of acquiring this well-balanced mind, our superintendent will have sought after knowledge in its broadest sense, as well as specific knowledge. Knowledge of the world of to-day and its interests, a knowledge of human nature, its weakness and the remedies needed, a knowledge of the means and methods of his special line of work and under all, above all, around all, and through all, he will be the possessor of a cultured mind. He will know not alone the branches taught under his supervision, but will go on and beyond, always an example and an incentive to the teachers and pupils who know him. So far as an opportunity is given him his knowledge will reach back to the remotest ages, will extend over the world from the Orient to the Occident and his knowledge of the hard facts of the present day will erect such a breast-work before him that even a bitter enemy can find no vulnerable point in him. He will be progressive, he will keep up with the times; he will be found well equipped and at the front in the war against ignorance and sin—not as an excited and irresponsible man who is ready to combat anything solely for the sake of fighting—but shoulder to shoulder with his comrades fulfilling the duty which lies before him. To do all this will require an earnest, concentrated power only to be gained by a special preparation for his work. To the superintendent and to every true teacher his work will be more than a profession, it will be a vocation and his devotion to it will approach a consecration. Merely professional services are largely a matter of choice on both sides. The head of a family selects the physician who pleases him best; the physician on his part has the right, whether he exercises it or not, to decline or accept that person as a patient. But the

teacher and pupil are brought together under legal conditions and there is no avoidance of contact while those conditions last. With all due reverence to the holy office of the ministry it must be conceded that all things being equal, the teacher has more moral power than the clergyman. It rests entirely with the family government as to what religious teaching shall be given to the child or whether any shall be given. But according to custom and law, the child must go to school and in his prescribed district and to the teacher provided. Does it not follow that a teacher should be pure of heart, of cultured mind and blameless life? The superintendent, whether he recognizes the fact or not, is the greatest moral factor in any community. Think of the hundreds and sometimes thousands of young people who are daily growing under his influence—that is, each of the teachers is doing his duty to make that influence felt in his department. You may say that it is the parent who is responsible for the training of the child. The teacher is but the agent while the parent is the principal. Still the agent certainly partakes of the responsibility of the principal. It is right here where the need for the teacher's profession is based. The public employs the teacher because the school presents better facilities than the family for the education of the child. The teacher feeling that true education is the development of all the perfection which the child's nature permits, will devise means and work for the moral as well as the intellectual development.

Thus the superintendent is a responsible and influential moral factor, even if the fact is not recognized. The leaders of education, whether young men or old, are shaping the future history of the world either by positive or negative education. That is why we find among our superintendents men who place their personal pre-

ferment secondary to their success in work; men who consider the increase of morality of more value than the increase of salary; men who live thoughtfully and carefully each day of their lives, for fear some hasty action may mar and warp some young life under their influence; men who feel, in the words of Mr. Webster, "A sense of duty pursues us ever. It is omnipresent, like the Deity. If we take to ourselves the wings of the morning and dwell in the uttermost parts of the sea, duty performed or duty violated is still with us for our happiness or misery. If we say the darkness shall cover us, in the darkness as in the light our obligations are still with us. We cannot escape their power, nor fly from their presence. They are with us in this life, and they will be with us at its close; and in that scene of inconceivable solemnity which lies yet further on we shall still find ourselves surrounded by the consciousness of duty to pain us whenever it has been violated and to console us so far as God may have given us grace to perform it."

There is another phase to present. The foregoing is descriptive of the superintendent with whom we like to teach. We work for positions under such men. We do all in our power to secure and retain those positions. We want and demand that such superintendents be possessed of all the excellent qualities possible to man, and, when we get them, we feel like the man who made such tremendous efforts to secure a white elephant. They are too much for us, and we almost wish we didn't have them. It seems to take so much to satisfy such a superintendent. During the latter part of the vacation and the early months of the school year, while our energies are fresh, is the time when the teacher sees the superintendent in the best light. We enter upon each day's work anxious and glad to fulfil each of his requirements. Everything moves pleasantly. But as the year rolls around, and the

various "Dodds" to be found in each school begin to wear away our patience, when the conditions with which every teacher is acquainted begin to arise—the crowded schools, the dark, stormy days, the back work which accumulates so easily and so rapidly—we are tempted to wish that our superintendent had not such a lofty ideal. We wonder sometimes if he can appreciate the feelings of the teacher who returns from a professional convention so full of beautiful aspirations that it seems as if she can carry her entire school almost to heaven's gates, only to find in a few weeks' time that she, with her theories, are flat on the ground, like a collapsed balloon, because of two live boys amongst her number. We wonder if he could take a class of thirty-five pupils and always succeed in making a majority of them grasp the point of the lesson in twenty minutes. We wonder if he realizes how much time is taken by the slow pupils or by the vicious ones. We are told at our teachers' meetings that our work is not judged from special cases. Perhaps not, but our work is modified by them. However, it is only during these trying and tiring months that we see our superintendent as through a glass somewhat darkly. When we begin to round up our year's work, when we thankfully realize that we have brought Dodd up to the passing point, as the visions of rest begin to rise before us, he once more appears to us in all his glory, as at the beginning of the year.

The superintendent is a friend of his teachers, and works for their interests as far as he can. He sees in them something more than means for carrying out his methods. He recognizes the fact that their lives extend farther than the hours marked by the program of their school work. Many of us have found helps to a higher life in the example and words of the superintendents we have known. We can remember times when their kindly

thought has given us tangible aid, and we can all join in the fervent prayer, "God bless our superintendent."

ELKHART, IND.

THE RURAL SCHOOL.

At least *three-fourths* of our people get their early training in our rural schools. Hence the following important suggestions, made in a late address by Hon. Henry Saben, of Iowa, are of special significance. He says:

"The teacher in the rural school may not do the same work that is done in the graded school, but she can do work that is equally as good; she can do it in the same spirit, she can avail herself of the love of nature, which is inborn in the child, of that self-activity of mind which is the motive power of education.

There is a wide-spread idea that the country school is inferior; if it is, it is not a matter of necessity. It ought not to be so any longer. It is not in many parts of the country. Let the teachers in the rural schools avail themselves of all the means at their disposal and throw their life into the work and the country schools can do for Iowa that which the city schools may not even hope to accomplish.

We must first know the *end* which we hope to reach, the aim which we may rightfully have in mind, and then fix upon the method to be adopted. But when we exalt "*the method*" above the end, failure is inevitable. Education consists of two things, obtaining knowledge and using knowledge. We must in our schools have less to do with percentages and so-called results, and more with capacity, power to acquire, ability to retain and skill to use.

Any system which makes the promotion of children from grade to grade during the first four or five years of school life dependent upon a certain per cent., as deter-

mined by written examinations is faulty in its construction and injurious in its results. It is not only that the flushed cheeks, the excited eye, the trembling nerve, tell that the brain is being forced to do unwonted work, but the wrong aim held up before the child is a far greater evil. An honest effort on the part of the child is always to be commended, even though it appear to result in failure. Praise should be proportioned in accordance with the effort put forth, rather than with the success achieved."

WHY THE TEACHER SHOULD BE EARLY.

The teacher should be at the school-house early every day for the following, among many reasons adduced:

1. *To set an example*.—As the teacher so will the pupils learn to be.
2. *To prevent damages*.—Children arriving at the school-house early get to playing in and about the room, and very frequently do unintentional damage.
3. *To see that all is right*.—There are many little things to be "put to rights" or arranged before school opens.
4. *To secure ventilation*.—The house, shut up from the time school closed the day before, is unhealthful, and should be opened and fully aired in season to be warmed and closed at school time.
5. *To greet pupils*.—Children kindly and cordially greeted on arriving at the school house are far less inclined to torment the teacher through the day.
6. *To administer discipline*.—A kind greeting and a kind word of discipline spoken to one who has been careless or misbehaved the day before, when he can be thus approached alone, is far more effectual than detention at night or punishment in the presence of the school.
7. *To help those needing assistance*.—During the school

but little personal assistance can be given. If an industrious pupil thinks he can be helped in some difficult point if at the school house before school time, he will appreciate and avail himself of the opportunity.

8. *To win the love of pupils.*—Kind greeting, kind words, kind assistance will win the love of the pupils whether they are themselves the recipients or see it given to others.—*School Bulletin*

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.

HISTORY.

There is one mind common to all individual men. Every man is an inlet to the same and to all of the same. * * * What Plato has thought, he may think; what a saint has felt, he may feel; what at any time has befallen any man, he can understand. Who hath access to this universal mind is a party to all that is or can be done for this is the only and sovereign agent. * * *

Every revolution was first a thought in one man's mind. Every reform was once a private opinion. * * *

It is the universal nature which gives worth to particular men and things. * * *

All that Shakespeare says of the king, yonder slip of a boy that reads in a corner feels to be true of himself. We sympathize in the great moments of history, in the great resistances, in the great prosperities of men;—because there law was enacted, the sea was searched, the land was found, or the blow was struck, *for us*, as we ourselves in that place would have done or applauded. * * *

The student is to read history actively and not passively; to esteem his own life the text, and books the

commentary. * * * I have no expectation that any man will read history aright who thinks what was done in a remote age, by men whose names have resounded far, has any deeper sense than what he is doing to-day.

Every law which the State enacts indicates a fact in human nature; that is all. We must in ourselves see the necessary reason of every fact—see how it could and must be. So stand before every public and private work; before an oration of Burke, before the victory of Napoleon, before a French reign of terror, and a Salem hanging of witches. We must assume that we under like influences should be like affected and should achieve the like.

The progress of the intellect is to the clearer vision of causes, which neglects surface differences. To the poet, to the philosopher, to the saint, all things are friendly and sacred, all events profitable, all days holy, all men divine. For the eye is fastened on the life and slighted the circumstance. * * *

When a thought of Plato becomes a thought to me, when a truth that fires the soul of Pindar fires mine, time is no more. When I feel that we two meet in a perception, that our two souls are tinged with the same here, and do as it were, run into one, why should I measure degrees of latitude, why should I count Egyptian years? * * *

History no longer shall be a dull book. It shall walk incarnate in every just and wise man. You shall not tell me by languages and titles a catalogue of the books you have read. You shall make me feel what periods you have lived. A man shall be the Temple of Fame. * * * I shall find in him the Foreworld; in his childhood the Age of Gold, the Apples of Knowledge, the Argonautic Expedition, the calling of Abraham, the building of the Temple, the advent of Christ,

the Dark Ages, the Revival of Letters, the Reformation, the discovery of new lands, the opening of new sciences, and new regions in man. He shall be priest of Pan and bring with him into humble cottages the blessings of morning stars and all the recorded benefits of heaven and earth.—*From Emerson's Essay on History.*

NATURE OF BUSY WORK.

Busy work should fall in line with the other work of the school. Instead of feeling that these short periods when the children are not reciting are blanks to be filled up in any way so the pupils are quiet, the intelligent teacher looks upon them as opportunities; opportunities for the child to acquire habits of self-activity, self-direction, industry, persistency, and many others. To be sure, these traits are stimulated in the regular recitations, but the opportunities for the child to do most for himself is when he is alone, where the teacher is busy elsewhere. The ideal school must have these moments, and it is no misfortune that there are two classes or sections under one primary teacher and that she must alternate between them. It is for the very best interests of the pupil.

It is for the best interests of the pupils if the teacher realizes the possibilities of these periods. She must see in them a two-fold value, first, that they may be used to help fix points of knowledge already given or to be a preparation for a following recitation; second, she should view these periods as *habit forming*. The first view is the one commonly acted upon when the teacher gives any thought to her busy work. It is usually put in such form as to help to fix points already presented to the pupils or to prepare for a new recitation, probably both. While it is all right for the work to do this it should also

have in it that peculiarity that will make it educative from the little habits or tendencies it may strengthen.

Busy-work should strengthen the habit of having in view a distinct, definite aim, and then of bending every energy to its realization. When a child has before him a definite point to be reached and when he reaches that point there comes a thrill of triumph, a glow of pleasure which he could not have had without this definite aim at first. Then, too, this kind of work has its life value. This child, full of whims and caprices, subject to interruption from without and within, has succeeded in holding himself to one thing until accomplished. If successive exercises of this kind can help him to have a worthy end and then help him to be persevering in work upon it, he has received an invaluable life aid in this busy-work period.

This means that, as a rule, there should be a definite assignment of the exact amount of work to be done. It is not the best kind of assignment to say to the class, "Draw anything you like," "Write the lesson as often as you can;" "Make problems," etc., etc. The following is an assignment made to a class in school not quite one year that embodied the idea of definiteness spoken of above: "Put on your desks as many groups of sticks as there are both corners and sides in this room and as many sticks in each group as the kitty has paws;" "Make on your slates as many birds' nests as you have fingers and put as many eggs in each as you have fingers on one hand." It hardly seems necessary to add that in each of the two last the teacher was trying to fix some number relations, such as $4+4=8$ and $5+5=10$. Some other definite assignments enforcing other ideas are, "Draw on your slates the pictures of the animals you saw in the cold country and write twice under each picture the name of the animal;" "Put on your slates all

the words in the (a certain) lesson which you think you cannot pronounce and find in each as many old words as possible. Many others might be given.

Besides the fact just discussed that there should, as a rule, be a definite assignment of busy work, this work assigned should reach such a degree of difficulty that it is really work and not mere play. It should require an earnest effort on the part of the child to accomplish it in order for him to feel that it is really of some value. This feeling which arises from a belief in the essential value of the work we are doing is necessary in order that we may do our best. It is just as true of the six and seven year old pupils. They must have this confidence in the real value of both busy and recitation work in order that the work may yield its fullest educative force. Still further, the busy work should, as a rule, be genuine work, because in order to result in the highest growth, true education, there must be a conscious overcoming of difficulties, a persistent struggle to reach some end that taxes the strength and ingenuity of the worker, and busy work which persistently contradicts this should have no place in the school.

The points thus far emphasized are, first, that a period when the child should work alone, when he is to pay no attention to others and others pay no attention to him, if rightly used, is of the greatest educative value. Second, the work assigned for this period should be a certain definite amount, so the child may set up a distinct purpose toward which to work. Third, the task assigned for this period, as a rule, requires genuine, hard work for its accomplishment.

THE STAMP ACT CONGRESS, 1765.

The process through which the teacher necessarily goes in working out any point preparing himself to teach

it, is *not* the same as the process the pupil goes through in learning that point. The teacher must of necessity consider ideas as to what knowledge the pupil already has that bears upon this, how much of this he must use to make the lesson clear, etc., which the pupil does not need to consider. Then, too, the teacher must think as nearly as he can all the relations of the point to be taught, in order to see which need emphasis and which are relatively unimportant. The teacher also has a more or less general idea of the whole range of facts of which the one under consideration is but a very small part. It is the purpose here to show how the teacher would prepare himself to give a history lesson on the Stamp Act Congress of 1765 to an eighth-year class.

The teacher has in mind the general trend of the events from 1607 to 1893, and knows that this particular event falls in the period when the colonies were struggling to realize their rights as men by recognizing the supremacy of English authority. They insisted they were asking for rights as Englishmen, but these rights which they considered as belonging to Englishmen were in the main what they afterward declared belonged to man. The teacher also sees this event belongs to the period when there seemed a strong tendency toward the supremacy of local government over a central one. The colonies felt half afraid of any central power among themselves—felt safer when each colony was complete master of its own affairs. This reached its culmination and downfall with the Articles of Confederation. That idea as to the complete sovereignty of local governments was (seemingly for the time at least) overthrown by the Constitution, which gave a central government coercive power. And, finally, this Stamp Act Congress falls in the period when there was an unconscious undercurrent toward a strong central government—an idea which was

hinted in the attempted union of the four New England colonies in 1639 and consummated in 1643.

It will be noticed that the ideas of growth prevailing at the time of 1765 that are here given are the same as suggested in a previous paper, and, as said before, it is not meant that these are the only ideas or tendencies prevailing at that time. But these were prominent ones; they were the ideas out of which the great conflicts and crises came, and the teacher should see this event in its relation to them. In order to see the relation of this event to the tendencies of growth at the time, the teacher must grasp the main features of the event. He knows that it occurred in October, 1765; that the Congress was held in New York; that nine of the colonies sent representatives of their best men, and all the colonies supported it; that it had no authority to make laws, but it agreed on a declaration of the rights of the colonies and sent petitions to the king and parliament respecting these rights; that it demanded a repeal of the Stamp Act.

As soon as the date is known the teacher sees immediately what the prevailing tendencies of growth were under which the struggle extended itself into the Stamp Act Congress. He has located the event. He now attempts to see how this event was the outgrowth of those ideas, and what effect, if any, it exerted upon them. First, was it in any way the result of the recognition of English authority? It certainly was from the standpoint of both England and the colonies. This law had been passed the preceding year to help pay an English debt of \$700,000,000, a large part of which had been incurred in the seven years' war with France. England claimed that a large part of the expense had grown out of that part of the conflict in America called the French and Indian war, in her defending the English colonies

against the French. On the other hand, the colonies said that neither they nor the French colonies desired war, but had been dragged into it by France and England; besides that, they had fully paid their share of the expense. The fact that nine of the colonies sent delegates, and all supported this Congress, shows the colonists felt their allegiance to the mother country, as the direct object of the Congress was to induce the English to repeal the obnoxious law. Then, too, the fact of agreeing upon a declaration of the rights of the colonies, and sending petitions concerning them to the king and asking a repeal of the stamp act, are further points growing out of their recognition of English sovereignty.

What effect upon England's hold upon the colonists did the Stamp Act Congress exert? Did it strengthen it or did it weaken it? Let us look at some of the results. Early in the following year—but a few months after—owing partly to a change in the ministry and partly to a belief that it would be impossible to enforce it, the law was repealed. In a sense, England was recognizing the right of the colonies to help make even their laws that came from parliament. The effect seemed to be to strengthen the authority of England over the colonies. Although while repealing the law she asserted her *right* to raise and collect such a tax if she desired to do so, the colonists paid little attention to this affirmed right, and seemed anxious to show “that they were loyal subjects of the king—God bless him!”

But this very point of strength was a weakness. It strengthened the feeling among the colonists of their right to a representation in parliament if they were to be taxed by that body—an entering wedge that grew larger rapidly. The affirmed right to tax, if so desired, took on its real meaning when other taxes as odious as the stamp act were passed. The fact that their petition

to the king and parliament concerning their rights had been read and considered made them bold in future petitions, the language of which was not so carefully and politely worded as in this. Then, too, it was not so difficult a matter to have a meeting of delegates from the colonies after this in New York as it had been previously and at this time. All these things tended to lessen the respect and awe for English authority. All in all, it was rather weakened by this Congress than strengthened by it.

This point—the cause and effect relation of the Stamp Act Congress to English authority of the colonies—might at many points be made more full than here indicated. But this is sufficient for illustration. The next point to consider is, how is this event the result of a strong tendency toward the sovereignty of the colonial or local governments, and how does it affect this idea? And the last point is, how is (if it is) the Stamp Act Congress the result of a sort of unconscious undercurrent toward a strong central government and how does it affect this idea?

An understanding of these three points, the one illustrated and the two only mentioned, would be a necessary part of the teachers' preparation. When this is done he is ready to plan or map out the "history lesson for tomorrow." This point will be considered in the next number, and be the concluding paper on the history work.

A teacher in one of our Eastern schools has prepared a list of "words and phrases to be avoided," and it is so good that it deserves a wide circulation: Had rather for would rather; had better for would better; posted, for informed; depot, for station; try and go, for try to go; cunning, for smart; above, for foregoing; like I do, for as I do; feel badly, for feel bad; expect, or suspect; nice, or real nice, used indiscriminately; funny, for odd or unusual; seldom or ever, for seldom or never; more than you think for, for more than you think; nicely, in answer to a question as to health; just as soon, for just as lief; guess, for think; fix, for arrange or prepare; real good, for really good; try an experiment, for make an experiment; it storms, for it rains or blows; not as I know, for not that I know; every man, woman or child should do *their* duty; a party, for a person; healthy, for wholesome.

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

IN THE CHILDREN'S BUILDING.

"This is the sanctum sanctorum, the very sweetest spot on the World's Fair Grounds. We welcome you here." A soft rustle of approval among the audience seconded this cordial greeting extended to the bright boys and girls who were the center of attraction.

The *Daily Columbian* had announced: "Mrs. Potter Palmer will receive the California children at 11 A. M. in the Assembly Room in the Children's Building." Now the Assembly Room is crowded and while Mrs. Potter Palmer, beautiful, graceful and gracious, "receives them with kind words of commendation, we will introduce the California children to you. An enterprising California newspaper, the *San Francisco Examiner*, had suggested a division of the State into certain districts and offered a trip to the World's Fair to that child in each district who should receive the highest per cent. upon a prescribed set of examination questions. Thus it came about that eight boys and thirteen girls came in a special car to the World's Fair. The correspondent of the *Examiner* had charge of the party, a matron and physician accompanied them. As they passed through their State they were greeted at many towns by delegations bearing flowers and fruit. At last as a crowning privilege they were to be presented to Mrs. Potter Palmer and each receive a souvenir spoon as a gift from their State. "Three of those children are from the mountains and never saw railroad trains nor electric lights until this trip," said a California lady, in a stage whisper. "We

have been much pleased to see how well they bear themselves. One could hardly tell that they were not city bred. That girl received a higher per cent. than the girl from Sacramento. When the train passed through the city the delegation called for her and presented her with the flowers which would have been given to the Sacramento girl if she had won. A neat tribute wasn't it? It is the first time that the children all over the State have been examined on the same set of questions and some of the results were surprising."

Mrs. Potter Palmer closed her pleasant greeting with, "I should like to know the name and clasp the hand of each of the bright boys and girls who have won the honors of their State." One by one they were presented to her. After this for their entertainment there came upon the stage a class of little children who can hardly be called deaf mutes, because they are learning to talk though they cannot hear. They were brought from the Philadelphia Deaf and Dumb Asylum to show the method of instruction. An interesting exhibition was given of their ability to understand conversation from the motion of the lips though no sounds could penetrate the deep silence that shrouds them. They not only understood what was said to them but replied to questions vocally. Their voices have not the sweet flexibility that belongs to the fortunate children who are not shut out from the world of sound but their words were distinct and correct.

Next the little girls from the Kitchen Garden in their pretty uniform of white aprons and caps came forward and in merry songs and games showed how visitors should be received and a room made tidy. Then the pretty souvenir spoons were presented and last but not least, generous baskets of California fruit were given them. While they feast we will take our leave.

There is a pretty little poem referring to birds light-

ing on the telegraph wires and twittering unconscious that "the news of the world run under their feet," which closes with

"Little things light on the lines of our lives,
The joys and hopes and cares of to-day,
And we think that for them the Lord contrives,
Nor catch what the hidden lightnings say;
But from end to end this meaning arrives,
And His word runs underneath all the way."

What is the meaning that runs underneath this trivial incident of a reception in honor of children who had proved the thoroughness of their school work? Does it show the magic power of education for children from the mountains to appear at ease among so many wonders? Does it not indicate that the spirit of the times is to recognize the rights, privileges and possibilities of childhood, and tell us that the age of "No lickin', no larnin'" is passing away? In its place comes a belief that children should be taught self-respect, and that they repay dignified courtesy with courtesy. The thoughtless may permit self-respect to degenerate into self-conceit, and allow unwise indulgence to pass for courtesy and engender impertinence. Still, gold is none the less gold because gilt is some times paraded in its place. It is the spirit of the atmosphere that moulds young lives and imparts that which is more to be desired than the facts of three R's. You who sigh at the thought of attending the county institute, is it this spirit, this atmosphere, that you seek to gain from the assembling of teachers? It seems as bright, elusive and mysterious as the electric fountains, yet it is as real as electricity itself. Illumined by it the humblest country school, where only two or three are gathered together, may be a temple of learning, and without it the largest city school, equipped with all modern appliances may be a routine machine which turns out parrots.

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Supervising Principal in Indianapolis Schools.]

CLASS EXCURSIONS.

It is becoming fashionable to take the primary geography class on excursions occasionally. Not for a picnic or an outing of any sort, but for the purpose of affording an opportunity for the pupils to get some fundamental geographical ideas that will enable them to study geography through the imagination. No one who has not seen the Amazon River can think it in any other way than by using his imaginative powers. A pupil may be taught to say that "a mountain is a vast elevation of land," without forming any adequate picture of a mountain. How shall this make him see a mountain when he has never seen *elevations* of land of any sort. Observation must precede imagination, hence the excursion.

No teacher should take his class on an excursion just because it is fashionable to do so. Be sure your class needs it and that you know just what points you expect to make and how you propose to make them. The writer knows of an instance in which a boy after returning from an excursion could only say that some bad boys ran away from the teacher.

Now let us think of a class that never studied geography with a book. They live in town. They know the cardinal and semi-cardinal points of the compass when they are at home. All the geographical elements they know are those that an average child would pick up in running about town with a trip or two to the country. Some of them have never seen the country. Some have looked at it and never *seen* it. This is frequently true of children who *live* in the country.

Let us take this class out to a neighboring hill and see

what they can learn about slopes and their effects. The object is to make them think of the whole surface of the earth as made up of gradual and abrupt slopes. We shall visit a neighboring hill. The one selected has a steep slope toward the west with a stream of water flowing parallel with its foot. Beyond the stream is what is sometimes called "bottom land." It is mostly covered with corn that was about "knee high" at the time of the visit. There is an occasional wheat field and one meadow. Beyond this bottom land there is a range of low hills. Toward the east the land sloped very gradually toward another stream of water. This large hill was covered with forest trees and in some parts man had tried to help nature beautify it. Flowers had been planted in pretty designs. He had made fountains and walks and had in other ways beautified the grounds and called the whole hill a park. Of course, all this was done to "make money." But much of our hill was in the state nature left it.

The fact that man has changed our hill makes it all the more valuable, for, in addition to giving us the basis for the study of the earth in its natural state, it furnishes the basis for studying man's influence upon the surface of the earth. With the aid of this hill and the city near it we shall be able to study the whole world in all its different phases.

When the children reach the hill they are filled with delight. Many prolonged O's that mean so much were heard on every side. They were all eyes. Birds, bees, ferns, flowers, animals—everything delighted them. The teacher was delighted, too. He did not "squelch" them with his "definitely fixed purpose." He let the enthusiasm have full sway. He thought no more of stopping the flow of enthusiasm than he did of stopping the flow of the stream of water just over the brink of the hill.

The children had not yet seen this. He did with the children just what men do with a river. They build a dam across it, not to keep it from flowing, but to turn it into another channel, so that they may utilize this tendency to flow. He showed that he was in full sympathy with the children, and yet he did not forget his purpose. He wished them to make some special observations that would put life into the geography work that he expected to give on his return to the school. This purpose he studied how to accomplish without loss of interest. Good feeling is essential to learning. He said, "Children, let us see what we can find in this direction," at the same time looking and pointing westward. "By the way, what direction is this?" "West," came in a chorus. "How do you tell?" "Why, see the sun!" said one. "Is the sun *always* in the west?" asked the teacher. "In the afternoon it is." "Sure enough," said the teacher. This was said on the run toward the brink of the hill. No "lines" were formed and no hands were put up to ask permission to answer. Just think of it! When they reached the brink of the hill, everybody seemed to have something to say and all spoke at the same time. We caught some of the remarks. At first nearly every one said, "O—O!" Then came, "How beautiful!" "River!" "Creek!" "Brook!" "Water!" "Boats, boats!" "Men and women in them." "Let's wade!" "No, no, its too deep to wade!" and so on. The teacher waited till this little burst of admiration was over. He observed much that gave him a deeper insight of the children than he had ever had before. Finally he said, "How did that river happen to be there?" At this some of the children gave a kind of laugh that means that "I don't see what you ask such a question as that for." He continued, however, "I wonder why it is not over yonder by those

other hills." "Why, water runs down hill, that's why," said one of the children.

T.—Where does the water in this stream come from?

1st Pupil.—From rain.

2nd Pupil.—From the ground. It comes out of the hills.

T.—How do you know?

Pupil.—My papa told me so. And once when I took a walk with him he showed me a place where the water was coming out. We drank some of it and I liked it. It was cool. They called it a spring, papa said."

Just here a pupil said, "I wish I had a drink of it now for I am awful thirsty." "Very thirsty," said the teacher. "Yes," said the pupil, "*very* thirsty." "So do I," and "So do I" came from several.

T.—Let us see if we can find a spring. Perhaps Willie can help us. Which way shall we go?

Willie.—Toward the river.

T.—Why?

Willie.—Because the land slopes toward the river, and water always runs down hill.

T.—Very well.

And away we went, teacher and all, with Willie in the lead. We clambered down the steep bank. In some places it was so steep that the children held to bushes to keep from rolling down. They said they thought it was "lots of fun" and I guess it was. Finally, we all came to the water's edge. I was sure the teacher knew just where the spring could be found, but he said nothing about it. He gave the children a chance to have the pleasure of discovering it. While they were hunting for it and finding many things they were not looking for, we thought of the early explorers of our country and of how interesting and real this teacher would make the story of their explorations. These children are now real

explorers. While I was thus pondering, I heard a voice calling, "Here, here, I've found one!" Then there was a stampede for the spot. The water came out of the side of the hill a few feet up and trickled down the side till the slope was more gradual and the ground softer, when it flowed through a narrow channel of its own making, till the little rill reached the brook. Some one said to it, "You're very little, but you make your own way in the world." "What do you mean?" said the teacher. "Why, I put this stone in its way, and it was only a short time till it had made a way around the stone." Said another, "That is the way for us to do. Don't give up, but keep on trying." "Yes," said a third, "and it makes me think of the old saying that 'where there's a will there's a way.'" Another remarked that she thought we'd better say that where there's a will a way will be made. Another quoted a line from Tennyson,

"Men may come and men may go,
But I go on forever."

"Children came this time," remarked one matter-of-fact fellow who knew where the best "craw-dads" for fishing could be had.

"Well," said another, "I guess Tennyson meant everybody when he said men. Any how, we are little men and women. Don't you remember Louisa M. Alcott's two books, one called "Little Women" and the other "Little Men?"

Just here another little girl said she knew a piece about a brooklet. Several said at once, "Recite it." She did so and with telling effect, too. It is as follows:

"A brooklet came from the mountain,
As sang the bard of old,
Running with feet of silver,
Over the sands of gold.

"Far away in the briny ocean
There rolled a turbulent wave,
Now singing along the sea-beach,
Now howling along the cave.

"And the brooklet has found the billow,
Though they flowed so far apart,
And has filled with its freshness and sweetness,
That turbulent, bitter heart."

Of course, the children could not grasp the deepest meaning in this little poem, yet in a way it touched their experiences.

It may seem to the casual observer that the teacher is allowing the pupils to wander from his "fixed definite purpose." But he is not. In this little rill they are getting ideas that he wishes them to have.

T.—Where does the little rill run the fastest?

P.—Where the hill is steepest.

T.—Where is it the widest?

P.—Where the ground is softest and almost level.

T.—What kind of slopes have we found?

P.—Steep slopes and—and slopes not quite so steep.

T.—Is there any ground that does not slope?

P.—Yes, it is level over these fields.

T.—What becomes of the water that falls on the field?

P.—It must flow to the brook, so the ground must slope a little but it does not look as if it did.

T.—If you know which way the land slopes what can you tell about the brooks and rivers?

P.—We can tell which way they flow. And if we know which way the river flows we can tell which way the land slopes.

T.—Yes, that is true. What direction does the little rill flow?

P.—It flows west and we can see that the ground slopes west.

T.—Which direction do the fields beyond the river slope?

P.—They slope east.

T.—Where do the slopes of the hill and the slopes of the field meet?

This bothered them for a little while, but by a few sub-questions from the teacher they soon saw that they must meet where the brook is since it must be in the lowest place.

T.—Which direction does the brook flow?

P.—It does not look like it is flowing at all.

T.—Throw this stick into it.

The pupil did so and it sailed south with the children following it. The teacher went with them. We did, too. We were anxious to hear their remarks.

"See, it is going faster and faster!" said one. Because it is swifter down there."

T.—What makes it swifter?

P.—The ground slopes more there.

T.—Which way does it slope?

P.—It must slope south because the river is flowing south.

2nd P.—The land about us slopes three ways then, east, west and south.

3rd P.—That's just like our house roof.

T.—So it is. Where does the most water come down, in the gutter of your house or on the sides of the roof?

P.—There is most in the gutter because all that falls on the sides runs into the gutter.

T.—Which way does the water run that falls on the hill?

P.—It runs west till it gets into the river and then it flows south.

T.—Which direction does the water flow that falls on the field beyond the river?

P.—It flows east until it gets to the river and then it flows south. Just like two friends. A drop of water that falls here runs down to meet the one that falls over yonder and then they go together till they reach—well, I

don't know where but it must be some lower place, because water always runs down hill.

The teacher then told them that this river or creek flows into a much larger river and that this larger one flows into another larger than it; and that this larger one flows into a very large river which flows into a great body of water many times as big as the biggest pond that they ever saw. And all this happens because the land slopes. He then said he would tell them a story. They were all ears. He said: "Once upon a time there was a teacher who took his pupils on an excursion to a hill with a little brook flowing at its foot. One little boy whom we shall call Jack had built a nice little ship. He launched it into this little stream and it sailed and sailed to the southward through larger and larger streams of water till it reached a great pond of water, far, far away, called the sea. When it reached the sea, the waves tossed it hither and thither until it was finally washed ashore and found by a little school-boy. He could read and on a silver plate that Jack had fastened to the ship as a door plate is fastened to the door, he read, "This is the ship that Jack built." The boy looked at it a minute and showed it to his school-mates and teacher. The teacher read, "This is the ship that Jack built." "Yes," said he, "and this is the wave that brought us the ship that Jack built." And the wave said, "This is the sea that made the wave that gave to you the ship that Jack built." And the sea said, "This is the large river that brought the ship to the sea that made the wave that gave to you the ship that Jack built." But said the large river, "Let me introduce to you this smaller river that brought to me the water that made the sea that made the wave that gave to you the ship that Jack built." When he reached this point, one little girl said, "I know the rest of the story. You are

going to tell us about the brook where Jack launched his little ship." "Yes, you are right," said the teacher; and he then continued the story to the delight of the children. They were delighted because they saw a unity in great diversity.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

SECTARIAN TEACHING—RELIGIOUS TRAINING.

The following editorial from Hailman in "The New Education" is a good statement of a fundamental truth: "It is a great error to suppose that the public school, because it is debarred from sectarian teaching, is thereby unable to give true religious training. On the contrary, by this very barrier it is set free. It is even a greater error to suppose that the prohibition of sectarian teaching involves godlessness and the abrogation of faith, hope and charity. On the contrary, the very removal of sectarian limitations brings the school nearer to God and protects the ethical trinity against the vitiating perversions of sectarian selfishness. Only in the public schools can Jesus of Nazareth come to the children as the true Christ, the bringer of universal love."

THE WORLD'S FAIR.

We are grateful to Columbus for his foresight in discovering America that we might have the World's Fair. He may not have forecast it in all of its details of wealth and splendor; he may not even have decided whether to locate it in New York or Chicago; but it was all implicit in his great thought of possibilities westward. It has all turned out according to his fullest desire and pur-

pose. He is even to have his own way, finally, as to Sunday closing, about which the logic of words yields to the logic of the situation; illustrating how the instinct of virtue in things is more potent than argument. "There's a divinity that shapes our ends, rough hew them as we will."

Columbus did a wise thing, when, on his last return, he ordered his caravals anchored for four hundred years, after which they were to be sent to Chicago and anchored beside the steamers then to be and before an audience of civilized and cultured millions instead of awe-stricken and naked savages. Every concrete fact is a symbol of a spiritual truth. The World's Fair is the embodiment of four hundred years of progress; and when we contemplate that progress we stand in open-mouthed wonder at our work, as did the savages at first sight of that living thing on water called a ship. May we never cease to wonder at what the ages have wrought!

As to our material prosperity the stages and extent are definitely marked and are marvelous. That man has a thousand-fold ameliorated his physical condition is impressed on one at every turn. But while we believe it is true, it is not so obvious that man's spiritual freedom has kept pace with his physical freedom. What we marvel at is gain in power over the material resources of the world. We pity the poor Greeks because they had no knives, forks, pepper-boxes, etc.; but who of to-day dare step out into the arena and measure strength with an old Athenian for sterling manhood! What splendid achievement in the vessel crossing the Atlantic to-day over that of four hundred years ago, but is the captain of the vessel to-day such a splendid achievement over him who ventured on an unknown sea for a new world? The problem of education is to keep the man erect and supreme above his environment; amidst all the

splendor and show of things to make him feel his own dignity and worth above that by which he lives; and to cause him to measure all progress in terms of enlightenment and virtue. It is easy to mark physical progress and the World's Fair does it on a large scale and in emphatic terms. It is read on the surface. But it requires reflection and penetrative insight to find its spiritual import. Do men as men now stand as far in advance of those of Columbus's time as do our means of production and commerce excel those of his time? The educational exhibit proves much but not all. The simple, child-like and unlettered rustic is nearer the kingdom of heaven than the selfish, cunning man, often the product of our present civilization and systems of culture. Has our spiritual progress equaled our physical, is the question. To one skilled in discerning spiritual things it would undoubtedly appear so. One fundamental truth is clearly indicated. The fact of the Fair itself indicates unity of feeling among the peoples of the earth—peace on earth, good will to men. No line of growth is more important or more clearly marked than that of loving thy neighbor as thyself. The Greek can no longer have his barbarian nor the Jew his Gentile. There are races of men, but the World's Fair recognizes that there is a human race. We are all one in a common effort to improve our condition; one in a common faith, a common hope and a common destiny. So much of peace and good will is there that it is possible to display our interests under one flag and any flag. This the World's Fair indicates as to spiritual growth in the past; and such it will greatly strengthen in the future.

A GUIDE IN THE STUDY OF LITERATURE— FIGURES OF ASSOCIATION.

In the May number of the JOURNAL a brief outline of the points to be made in the study of the language phase

of discourse was begun. The purpose is to state the main elements in language which produce æsthetic pleasure in the reader.

It has already been noted that language pleases through the ear, giving rise to the study of the music of language in its various elements of euphony, harmony, alliteration, balanced sentence and poetic form, and also through memory by allusion and suggestiveness, enriching the present by past experiences. It was also stated that language produces pleasure through the imagination. This is the chief source of literary pleasure. On its lowest plane pleasure is awakened through the imagination by presenting clear, definite and pleasing imagery, instead of vague, general and abstract thought. The term plant awakens little pleasure as compared to "the rose of Sharon or the lily of the valley." In this case, however, there is added the value of Biblical allusion. Under this head arise figures of Syndecdoche and Metonymy; the first based on the internal relation of whole and part; the second on the external association. To appreciate these figures the student must first conceive the two objects—the one stated and the one suggested—and then show the gain in using one instead of the other. Take this for instance: "He earns his bread by the sweat of his brow." Putting this into the literal: He earns his living by labor. This is what the writer really said. Why did he use the other form of conception? There is a picturable, tangible content in "bread" and "sweat," while "living" and "labor" require an effort of mind to realize their content. One is vivid, the other faint. If pupils cannot explain the difference they will at once feel the difference if required to set one expression over against the other. Pupils should note that sweat, the picturable effect, is put for the less easily-pictured cause, labor; and that "sweat of brow,"

still more vividly picturable, is put for sweat of body—the part for the whole; the first being metonymy-external association of labor and sweat; the other synecdoche—internal relation of whole and part, sweat of brow being a part of sweat of body. But this is only the ground on which the figure is based; the gain, or reason in using the figure, is found in its appealing to the concrete imagination instead of the abstract judgment.

Another thought in explaining these two figures may be illustrated here. In "Snow Bound," Whittier speaks of "cutting the solid whiteness through." Snow has many attributes—cold, light, sifting, white, etc. Whittier exalts one of these, making it equal the object snow. In the "First Snow Fall," Lowell speaks of "heaping the field and highways with a silence deep and white." Here the object named is silence; the one suggested is snow. Among the many other attributes of snow it has the power to silence. Why should Whittier choose whiteness and Lowell silence? The feeling Whittier was trying to arouse was that of delight; Lowell, sadness, the hush of grief. This illustrates the thought that in analyzing such figures pupils show that the theme, the spirit of the selection, determines the figurative part or attribute selected.

The teacher who has given little attention to these figures in a reading lesson will be surprised, on trial, to find so much in them. The pupil, without knowing their names and definitions, can be made to appreciate them in the primary reading work. This can be done by pressing three questions: Exactly what did the writer mean? What did he say? Why did he say it as he did?

"IS TEACHING A PROFESSION?—If it is, teachers are in duty bound (1) to adorn it by their skill and scholarship, (2) to dignify it by their personal worth, (3) to elevate it by encouraging all means of professional improvement, (4) to render it more united by showing respect to their fellow teachers."

EDITORIAL.

The Indiana Journal for Indiana teachers.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

"WHENEVER we do not know that we are better teachers this year than we were last, it is time for us either to stop or take a fresh start."
—*Mrs. C. Walden, Fort Worth, Tex.*

THE INDIANA SCHOOL JOURNAL, unlike most periodicals of its kind, prints *one* number for each calendar month so that its subscribers get not *ten* or *eleven*, but *twelve* numbers for each subscription.

If you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

ARBOR DAY.—Twenty-one years ago on the recommendation of J. S. Morton, of Nebraska, the State Board of Agriculture offered premiums to those planting the most trees and set apart a day for the planting. That year more than a million trees were planted in Nebraska. This was the origin of Arbor Day now observed in most of the States. The good resulting from the annual planting is inestimable. It is to be regretted that outside an effort on the part of the teachers to ornament school grounds, no Arbor Day has ever been observed in Indiana. Mr. Morton, the originator of the day, is now Secretary of Agriculture in Mr. Cleveland's cabinet.

THE LONGEST DAY OF THE YEAR.—At Stockholm, Sweden, the longest day is $18\frac{1}{2}$ hours in length; at Spitzbergen it is $3\frac{1}{2}$ months. At London, England, and Bremen, ~~Prussia~~, the longest day has $16\frac{1}{2}$ hours. At Hamburg in Germany and Dantzig in Prussia the longest day has 17 hours. At Wardbury, Norway, the longest day lasts from May 21 to July 22 without interruption. At St. Petersburg, Russia, and Tobolsk, Siberia, the longest day is 19 hours and the shortest 5 hours. At Tornio, Finland, June 21 brings a day nearly 22 hours long, and Christmas one less than three hours in length. At New York the longest day is about 15 hours; at Montreal, Canada, it is 16 hours.—*Goldthwaite's Geographical Magazine.*

LAKE FOREST UNIVERSITY.—President Coulter has re-organized the course of study at Lake Forest University, and a copy of it is at hand. It is very different from the ordinary college courses, and presents a large amount of freedom to the student. The scheme commends itself as combining the advantages of the old college course, where few subjects were continually studied, and the new college course, where all sorts of subjects are admitted. The whole plan is founded on the notion that the college is a place to develop power, rather than a place to gain information. It is certainly true that the attempt to introduce all the new subjects that are clamoring for entrance into colleges by re-

Bremen is in Prussia
And that is a
Geographical blunder

as though we said Albany in New York & Harrisburg in the U.S.

ducing the amount of time devoted to individual subjects is a failure, and that the colleges have too often become places where one can get a smattering of a good many things and no real training in anything.

NEW TEXT-BOOK.—The Indiana School Book Company was awarded the contract for the Intermediate Grammar at the meeting of the State Board of Education, June 15, to be sold to the school children at 20 cents each. We understand that the work of manufacturing these books is rapidly going on, and, notwithstanding the short time allowed before schools open, the company will be fully prepared to ship these along with all other books for which they have a contract. The Indiana School Book Company has also given their consent, by agreement with the State Board of Education, that books may be sold by merchants and dealers at a discount of 10 per cent. for cash. The books are to be delivered free of freight, cartage and boxing at the nearest railroad station. This makes it possible for merchants and dealers to handle and sell these books, and is certainly a very commendable feature of the new school book law, and should prove popular.

WHAT MAKES A GOOD SCHOOL JOURNAL?

A few days ago, there was received at this office, a letter from a gentleman who has been called to superintend the schools of a thriving town in a neighboring State. After giving the fact of his removal from his Indiana friends he added: "A great deal of what I know about school work is due to the INDIANA SCHOOL JOURNAL and I expect to keep it at my right hand while out of the State." Such a statement was very reassuring and we started the August issue with the determination that this number should not fall short of its predecessors. And then came the thought, "What makes a good school journal?"

One of our contemporaries writes in his latest issue, but about the series for the past year, "It is doubtful if there is another journal in the country whose columns have contained so much really valuable matter in the line of timely and helpful articles." (as ours). The parenthesis is ours but is implied in the quotation given above. This paper is published in Chicago which accounts for its spirit and tone.

But what does make a good school journal?

1. *The contents of a model school journal should be practical.* Practical to one teacher may mean a set and ordered way to do a certain thing or conduct a certain recitation—no thought back of the routine and no elasticity in the development of a subject. Practical to another means the unfolding of principles that can be utilized in the treatment of any subject—so that what is practical to one class of teachers is not practical to the other class. We are glad to believe and assert that the first class is gradually diminishing in numbers which means, of course, that the second class is increasing in the same ratio. The model school journal without wholly ignoring the first class, spends its best strength in the larger and better work of laying foundation principles.

2. *A school journal should be sympathetic.* The value and importance

of the work of the teacher should ever be made prominent, and any assistance in the way of securing longer terms of school, greater remuneration for services, fuller recognition from the general public it should be the great privilege of a school journal to give.

3. *A school journal should be inspiring.* The daily work of the teacher is monotonous and degenerates into routine work unless there is some power within to keep the feet out of the ruts. It is the great privilege of a school journal to open up a broader horizon, to show heights from which there is a wider view of life and duty than public sentiment usually accords. THE INDIANA SCHOOL JOURNAL has aimed at these three things, not without some success, as the quotation given above will prove. At this Institute season, when so many thousand teachers in our State will renew their subscriptions for another year, let them bear the above remarks in mind and choose that paper which most nearly fulfils the three great aims given above.

THE TROUBLE AT THE STATE NORMAL SCHOOL.

In the last issue of THE JOURNAL a statement was made as to some trouble at the State Normal. The writer intended in it to make a conservative statement, and did so, in the light of his information at that time. Were he to write the article to-day he would modify it in a few particulars. For example, in speaking of the "hissing" incident, he would say that when the cheering occurred the president was in the hall, and when he spoke to the students about it did not know the occasion of it, and, further, but few of the students engaged in the hissing. No statement, however, could possibly be made that all would agree is correct. After the former article was written came the sequel. The Normal School Board had another meeting the day before commencement, and, feeling that the conduct of the students had been subversive of good order and should be atoned for, formulated certain papers which the seniors were required to sign before being allowed to graduate. The seniors said they could not conscientiously sign the papers, and the result was that there were no graduates and no commencement exercises. The senior class numbered sixty-nine. The junior class, numbering ninety-eight, met on commencement day and passed resolutions endorsing the action of the senior class and pledging themselves not to return if required to sign such papers. As the matter now stands the seniors can get their graduation certificates and the juniors can be allowed to resume their work in school *when they sign the above named papers, and not before.* These papers were simply read to the class, and have not been given to the public, and there is a variety of statement as to just what they contain.

The writer does not wish to make comments and criticisms at this time. He believes that what is needed just now is less talk, more reflection, and a spirit of reconciliation. The highest interest of the school, and the best welfare of all parties concerned, will be greatly promoted by this conservative course.

Let us all concede that the trustees, who have for many years sus-

tained unimpeached characters in the community in which they live, are still Christian gentlemen who desire to do what is right and honorable in all things, and that they will cheerfully correct any mistaken action on their part when shown that they are wrong.

Let us also, just as readily, concede that these normal students, who have for years yielded cheerful obedience to all the requirements of one of the most orderly schools in the land, and done all their work cheerfully and conscientiously, still maintain their integrity, and would not deliberately do a dishonorable act.

A member of the senior class said to the board, with tears in her eyes and trembling with emotion: "I would rather have a diploma from the Indiana State Normal School than anything else in the world, *except my self-respect*, and yet I can't get the one without sacrificing the other, if you require me to sign these papers.

Will not persons of such high moral purpose as this incident indicates readily correct any rash speech that may have been made in time of excitement and perhaps under a misapprehension? And will any one question for a moment such a one's moral fitness to become a teacher of the young? Knowing the board as the writer does, he cannot believe that when it fully understands the point of view of these students, and the spirit in which they acted, that it will ask them to sign any paper that will compromise their self-respect or in any degree violate their conscientious convictions.

On the other hand, knowing the students as the writer does, being personally acquainted with many of them, he cannot doubt for a moment that when they stop to reflect they will see that they said and did some things that in their better moments they will themselves condemn and will be glad to withdraw.

The writer has spent solid days in hearing *both sides* of this case, and is thoroughly convinced that terms can be arranged that will concede to the board all the prerogatives it claims in regard to the management of the school, and will secure to the seniors the certificates of graduation which they have so richly earned, without any sacrifice of honor or principle, and will at the same time insure to the school hundreds of devoted, earnest friends who would otherwise be its aggrieved enemies. There are a hundred strong arguments in favor of this conciliatory course, and not a single valid one against it. Shall it not prevail?

THE WORLD'S FAIR.

Every teacher ought to visit the World's Fair, *if possible*. It is the opportunity of a life-time. It does not matter how glowing a description one may have heard of it, and how great his expectations, he will say, when he sees for himself, that "the half has not been told." It is simply impossible to exaggerate the extent and the magnificence of the expositions. A week or two spent in this wonderful exposition will be of very great value to teachers. They will pick up many, in any things they can use in their schools. There is no trouble about getting reasonable accommodations at a reasonable price. Let every Indiana teacher avail himself of this great opportunity.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN JUNE.

UNITED STATES HISTORY.—1. Give an account of the discoveries of Henry Hudson and state the effects of these discoveries.

2. Give a brief account of the settlement of Virginia, giving reasons for making the settlement.

3. What was the "Grand Model?" How did it work? Why?

4. Give a brief history of the Mormons.

5. Give an account of the greatest naval battle of the Civil War.

6. Give an account of the battle of Gettysburg. Why should this be considered one of the most important battles of the Civil War?

7. Give an account of the purchase of Alaska. Why was it purchased? For what is it valuable?

8. Describe the manner of electing a President. (*Answer any seven.*)

THE AUTOCRAT OF THE BREAKFAST TABLE.—1. Explain in non-figurative language the saying, "Every now and then a man's mind is stretched by a new idea or sensation and never shrinks back to its former dimensions."

2. What distinction does the Autocrat draw between the power of argument and the power of judgment? Which power does he rate the higher?

3. Explain the epigrammatic expression, "The race that shortens its weapons lengthens its boundaries."

4. State the explanation given by the Professor of the statement that all true thought, in a sense, is an excretion.

5. Repeat some of the childish fancies which the Autocrat represents himself to have had.

6. What does the Autocrat enumerate as the great faults of conversation? Name one he has omitted.

7. What influence does the author attribute to scientific facts upon the minds of those entertaining them as comparing them with ideas belonging to the field of probability?

8. What do you think of the truthfulness of the sentiment, "The world's great men have not commonly been great scholars?" Justify your answer.

9. State in your own words the substance of some pedagogical lesson you have obtained from the reading of the Autocrat of the Breakfast Table.

10. Make a quotation and justify your selection by a statement of its value. (*Applicant to answer any six.*)

PHYSIOLOGY.—1. Describe the minute structure of bones. What are the functions of bones?

2. How do cells multiply? Why do they do so?
3. Describe the shoulder girdle?
4. Where are sesamoid bones usually found? Give an example.
5. How do the muscle fibers of the heart differ from those of the other organs of the body?
6. Make a diagram showing the course of the blood in the body.
7. What are the functions of the tongue?
8. The bacteria causing cholera are known to flourish in impure water and in all sorts of decaying substances. Under the circumstances, how ought eating and drinking to be regulated to prevent cholera?
(Six out of eight.)

SCIENCE OF EDUCATION.—1. Illustrate what is meant by the principle, "proceed from the known to the unknown," as applied to instruction by using it in a supposed lesson.

2. How would you illustrate to a pupil in the fifth year of school that a region which receives the slanting rays of the sun will, other things being equal, be colder than one receiving vertical rays? What other circumstances come in to modify this condition?

3. Name five prominent educational writers, living or dead, no two of which shall be of the same nationality. Give what seems to you the most characteristic of the system of some one of them.

4. Discuss the relative value of physical geography and political geography to the pupil, and show which should precede the other if both were taught, and why.

5. Show what is the natural order of the unfolding of the powers of the child, and show by this analysis that subjects of study must have some orders of arrangements of their parts to correspond to the developing power of the pupil.

ENGLISH GRAMMAR.—1. Define a clause. Name the classes of clauses.

2. "The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings." Analyze.

3. What is a compound-complex sentence? Give an example.
4. Of what value is the study of formal or technical grammar?
5. Expand each of the following sentences if this can be done without changing the meaning:

- (a) He bought a black and white horse.
- (b) He bought a black and a white horse.
- (c) Two and two are four.
- (d) The tree stands between the gate and the house.
- (e) Mr. A and Mr. B buy and sell wheat and corn.

6. What are some of the commonest errors in the use of pronouns?

7. Correct the following:

- (a) Neither he nor I have time.
- (b) I do not know if it be so.
- (c) Try and think.
- (d) It seems like I was there.

8. Write a simple note of invitation, observing carefully the form, punctuation and spelling, etc.

9. Write a letter in which you apply to a School Trustee for a position.

10. What are modal adverbs? Write three examples.

GEOGRAPHY.—1 Where is the center of population of the United States according to census of 1890?

2. What are the Chinook winds? What parts of this country do they affect, and what modifications of climate are due to them?

3. What are the leading industries of South Carolina? Wyoming? Oregon?

4. Locate Cape Finisterre, Lands End, Cape Guardafui, Tasmania, Melbourne.

5. Bound Spain, locate its three largest cities, and name its principal exports.

6. Describe the surface, slope and drainage of the State of Ohio.

7. Why do not isothermal lines follow parallels of latitude?

8. What should be the purpose of the first geography lessons given to the pupil?

9. What is the government and religion of Persia. Name some of the exports.

10. Where is Vancouver's Island? Cape Farewell? The Isle of Man? Mt. Potosi?

READING.—It is natural for man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in the great and arduous struggle for liberty? Are we disposed to be of the number of those, who having eyes, see not, and having ears, hear not the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth, to know the worst and provide for it.—*Henry*.

1. Write five questions which you would submit to your class in closing the study of "Patrick Henry's Speech before the Virginia Convention." 20

2. What circumstances led to the delivery of the speech? 15

3. How do you regard this speech from a literary point of view? Why? 15

4. What is emphasis? An emphatic pause? What kind of writing will admit of the greatest variety of emphasis? 15

5. Point out the evils of learning to read by imitation. What is a better way? 15

6. How far should the morality of a selection be considered in determining its fitness for a place in a reading book. Give reasons for your answer? 20

ARITHMETIC.—1. Show the difference between a simple concrete number and a denominate number. To what other division of arithmetic is percentage most closely related? Explain.

2. A lake, whose area is 45 acres, is covered with ice 3 inches thick. Find the weight of the ice in tons, if a cubic foot weighs 920 oz. avoirdupois.

3. A can hoe a row of corn in a certain field in 30 minutes, B in 20 minutes, and C in 35 minutes. What is the least number of rows of corn that each can hoe that all may finish at the same time?

4. At what must I mark silk that costs \$2.25 a yard so that I may fall 5% from the marked price and still gain 15%?

5. A room 10 feet high contains 30,000 cubic feet; what will it cost to carpet it at 75 cents per square yard?

6. Find the interest on \$342.42 from Feb. 5, 1891, to Mar. 15, 1893, at 7%.

7. If 120 men make an embankment $\frac{3}{4}$ of a mile long, 30 yards wide and 7 yards high in 42 days, how many men will it take to make an embankment 1,000 yards long, 36 yards wide and 22 feet high in 30 days? Solve by proportion and explain the arrangement of terms.

ANSWERS TO PRECEDING QUESTIONS.

U. S. HISTORY.—1. In the service of the Dutch East India Company, he discovered in 1609, the river of New York which bears his name. He renewed the enterprise in April, 1610, and discovered and explored Hudson Bay. Hudson's discoveries gave Holland claim to the country on the Hudson River and resulted in establishing Dutch trading posts and in the rapid settling up of the valley of the Hudson.

2. It was necessary for England to make good her claim by settlement. And settlement was urged by the people of England in order that a number of idle men might have something to do. (See paragraphs 47 to 53 inclusive.)

3. The "Grand Model" was a constitution drawn up for Carolina by John Locke and Lord Shaftesbury. It didn't work well, because it gave the common people no rights. (See paragraph 118.)

4. The Mormon sect was founded in 1827 by Joseph Smith, a resident of New York. It is based on an alleged divine revelation to its founder of the burial-place of a book "with leaves of gold" on which was written the history of the first inhabitants of America. He made many converts and in 1838 a settlement was made at Nauvoo, Ill. In 1846 they were driven from Nauvoo and traveling westward, at last founded Salt Lake City. (See paragraphs 277, 278 and 279.)

5. On the evening of March 8, 1862, the Monitor arrived at Hampton Roads. During the day the Merrimac had sunk the Cumberland and burned the Congress and intended to attack the Minnesota the next day. Early in the morning of the 9th, the Merrimac appeared and the

Monitor at once moved out to meet her. A terrific battle ensued. Neither was enabled to injure the other to any great extent. The Merrimac was finally disabled somewhat and withdrew to Sewall's Point. (See paragraph 327.)

6. (See paragraph 340.) This battle was considered important (a) it was fought on northern soil; (b) the Confederates were very hopeful on account of their late victory at Chancellorsville; (c) and because both sides had concentrated their forces for a desperate effort.

7. Secretary Seward persuaded Congress to make this purchase in order to extend our power on the Pacific coast; it is valuable for furs, forests and fisheries. (See paragraph 365.)

8. See Constitution, Article II, and XIIth Amendment.

PHYSIOLOGY.—1. *Cancellous bony tissue* consists of a net-work of slender fibers, minute bars, or *lamellæ* of bone joined together so as to present somewhat the appearance of lattice work. *Compact bony tissue* consists essentially of a series of concentric plates, or *laminæ* of bone arranged around central canals, termed *Haversian canals*. The *laminæ* are separated by concentric rows of *lacunæ*, minute pits or cavities of a very irregular shape which contain nuclei.

The function of *bone* is to serve as a firm, rigid, tough, elastic material to form levers and frame-work for attachment, protection, support and leverage.

2. If the materials received into the cell-body are in excess of its wants, and if it attains its limit of growth, then the formation of new living centers is induced, each center gathering around it part of the parent body or cell, until it is totally divided into two or more new cells. Sometimes the nucleus of the parent cell divides, each taking a portion of surrounding protoplasm.

3. The shoulder girdle is the combined structure formed by the union of the upper end of the humerus and the outer ends of the clavicle and scapula.

4. Sesamoid bones are those like seeds in tendons. They are usually at the joints of the great toes and of the thumbs. The patella is one that is common to all persons.

5. The muscle fibers of the heart are *striated* or striped, yet the sheath (myolemma) so distinct in striated muscle elsewhere is wanting. The fibers are involuntary in action.

7. The tongue is the chief organ of taste. It is capable of moving in many directions and thereby keeps the food, during mastication, between the teeth, so that it can be chewed properly.

8. The food should be fresh before it is cooked. Portions of it that are left after the meal and that are intended to be eaten at another meal, should be very carefully stored away, so that they may be kept pure and that no impurities may get to them. Water should be procured from places known to be entirely free from dangerous impurities and if there is any doubt as to its entire safety, the water should be boiled before being used.

SCIENCE OF EDUCATION.—1. The simplest illustrations of the principle are found in the analysis of a problem like the following:

If 5 apples cost 15 cents, what cost 7 apples? *Known*:—5 apples cost 15 cts; *unknown*, the cost of 7 apples; also *unknown*, the cost of 1 apple. In analysis, we say that 1 apple cost $\frac{1}{5}$ as much as 5 apples; and that $\frac{1}{5}$ of 15 cents is 3 cents. Again, *known*, 1 apple costs 3 cents; *unknown*, what 7 apples cost. If 1 apple costs 3 cents, 7 apples cost 7 times 3 cents or 21 cents. The true way of stating the principle is “proceed from the known to the related unknown.” In mensuration, should we wish to find the area of a triangle, we might first call to mind the area of a parallelogram of the same base and altitude. Then, knowing this we proceed to find the area of a triangle by knowing its relation to the parallelogram.

2. A teacher may draw marks illustrative of rays striking a surface perpendicularly, and then illustrate the same marks striking a surface obliquely; the pupil now sees that the surface covered by the rays under the last conditions is greater than the surface covered by them under the first conditions; and the greater the surface the less heat it receives, the number of rays being the same each time. Again, oblique rays pass through a greater depth of atmosphere in reaching the earth than do vertical rays.

Mountain systems, bodies of water, ocean currents, etc., come into modify the difference in temperature.

3. Pestalozzi, Switz; Froebel, German; Horace Mann, American; Comenius, Moravian; Herbert Spencer, English. The characteristic points of Pestalozzi's system were—things before words; the intuition of sensible objects; few exercises in judgment; respect for the powers of the child; anxiety to husband his endeavor and to secure his obedience; a constant endeavor to diffuse joy and good humor over education. Pestalozzi's school was limited to childhood.

4. Political geography is of more value to the pupil than physical geography, as far as practical use is concerned, but he has a clearer insight into the conditions of political geography from knowing well physical geography; hence, he should know the latter first. A certain amount of physical geography should be taught first, that pupils may know something about the earth as a home for man, its conveniences and disadvantages; the mountains and rivers that mark boundaries, highways of commerce, etc.; the valleys that produce foods, and the climate on which largely depends the degree of intellect, of force of character, and of advancement in institutional ideas. In a word, the political geography of a country is really fascinating when considered in connection with its physical geography.

5. The natural order of the unfolding of the powers is, first; the presentative; second, the representative; third, the thought powers. A subject of study, for instance, reading, should have its parts arranged so that those parts that are presented first, may, as they are mastered, appeal mainly to the presentative powers; hence the free use of the blackboard and of charts in teaching reading to beginners; and, hence,

also, the nature of the selections that are usually found in the first and second readers. As the pupil advances, literature that appeals to the memory and to the imagination is most fitting to give to him; and in his most advanced stage he should have selections appealing to the judgment and the reason.

GRAMMAR.—1. A clause is a part of sentence and may consist of one or more propositions. According to *structure*, clauses may be simple, complex or compound; according to use (modifying) they may be objective, adverbial or substantive; according to the thought contained as related to something else, they may be copulative, adversative, alternative or illative.

2. The sentence is complex and declarative; "dear Brutus" is independent; "the fault is not in our stars but in ourselves" is the principal proposition; "that we are underlings" is the subordinate proposition, and is in apposition with "fault;" "not" is an adverb, and modifies "in our stars;" "but" is a coordinate conjunction and joins the two phrases "in our stars" and "in ourselves."

3. A compound-complex sentence is a regular compound sentence, each of whose members is complex in structure; as, "We submit to what we admire but we love what submits to us."

4. The value is largely disciplinary. The various rules and forms oblige us to make distinctions and to note relations, that serve as excellent material for intellectual discipline.

5. (a) Can not be expanded. (b) He bought a black horse and he bought a white horse. (c) and (d) cannot be expanded. (e) This may be expanded in various ways of which the following is one: Mr. A buys and sells wheat and corn; Mr. B buys and sells wheat and corn.

6. It is *me*—give me *them* books,—between you and *I* are some of the commonest errors in the use of pronouns.

7. (a) Neither has he time nor have I. (b) I do not know that it is so. (c) Try to think. (d) I feel as though I were there, or I seem to be there.

10. Modal adverbs are those used to denote the possibility, probability, certainty or negation of the assertion, as in the sentences:—"John is not here." "James is *certainly* here." "Perhaps the boy will come."

GEOGRAPHY.—1. By the Eleventh Census the center of population in 1840 was latitude $39^{\circ} 11' 56''$ and longitude $85^{\circ} 32' 53''$. It is in southern Indiana, at a point a little west of south of Greensburg, Decatur County, and 20 miles east of Columbus, Ind.

2. The Chinook winds are warm westerly winds east of the Rocky Mountains in Montana. They are named after a tribe of Indians in Montana. The winds are dry and are sometimes injurious to vegetation. (See Webster's International Dictionary.)

3. Of South Carolina, agriculture, manufacturing and commerce; Of Wyoming, stock-raising, mining and lumbering. Of Oregon, stock-raising, fruit growing and various manufactures.

F 5. The chief exports of Spain are wines, silks, olive oil, raisins, cork, wool, quicksilver, lead and salt.

6. The surface of Ohio is an undulating table-land. The highest portion extends east and west across the central and north-central districts. The slopes are northward and to the south-west and south-east. The high part forms a water-shed north of which the rivers flow into Lake Erie and south of which into the Ohio River.

7. Isothermal lines do not follow the the parallels of latitude because of the many conditions that modify the temperature, such as bodies of water, mountains and winds.

8. The purposes of the first geography lessons given to the pupils should be to develop in their minds ideas of form, size, color, place, distance and direction.

9. The government of Persia is a despotism, the prevailing religion is Mohammedanism. The exports are dates, dried fruits, opium, saffron, pearls, turquoises, asafoetida, velvets, shawls, ivory ornaments lacquered ware, etc.

READING.—1. What kind of question did Patrick Henry think was before the country? What is his idea in relation to the "lamp of experience?" State fully why Henry thought it necessary to fight. How does he represent the strength of the colonies? What effect did his speech have?

2. The oppression of Great Britain had become unbearable. The whole country was indignant beyond measure, yet hesitated to begin a forcible resistance. The Virginia Convention had met for a second time. The members, in their discussion, sought in vain for an opening for peace, but whichever way they turned they were met with the signs of war. It was at this juncture Patrick Henry rose and made his famous speech.

3. From a literary standpoint the speech does not rank high. The style is common-place, argumentative and largely conversational. The vast importance of the ideas embodied and the variety in the lengths of the sentences make it a forcible production.

4. *Emphasis* is a peculiar stress of voice employed in uttering a word or words, for the purpose of expressing the sentiment more forcibly. A pause introduced for the sake of force, that the listener's attention may be especially directed to what follows the pause, is an *emphatic pause*. The kind of writing admitting of the greatest variety of emphasis in poetry. (Authorities differ on that point.)

5. By imitation none of one's powers, whatever they may be would become skillful. A pupil's own natural manner, by which he becomes effectual if he ever does, is left uncultivated. Whenever he attempts a new selection, he is at a loss till he hears it read by the teacher; the pupil thus becomes weak in the interpretation of thought and therefore powerless in independent oral expression. The better way is for the pupil to become quick and accurate in gathering the

thought from the printed page, and then to express it orally as he feels it, always keeping his vocal powers well drilled.

6. Many pieces, narrative, descriptive, humorous, etc., do not contain, in a special way, the elements of morality, yet they do not, in any way suggest anything immoral, and it is entirely proper to use such in a reader. Selections that have an immoral tendency should never be chosen, for harmful ideas would thereby be given publicity and respectability.

ARITHMETIC.—1. (a) A concrete number is a number applied to one or more objects. A denominate number is a concrete number composed of one or more denominations and usually denotes time, weight, measure or value.

(b). Percentage is closely allied to fractions, as percent. can always be expressed as a fraction.

$$2. 45 \times 160 \times 30 \frac{1}{4} \times 9 \times \frac{1}{4} \times \frac{1}{16} \times \frac{1}{100} = 14088.9375 \text{ tons. Ans.}$$

3. The L. C. M. of 20, 30 and 35 is 420. Dividing 420 by 20, 30 and 35 we find A 14 rows, B 21 rows and C 12 rows.

$$4. 115\% \text{ of } \$2.25 = \$2.58\frac{3}{4}$$

$$\$2.58\frac{3}{4} + .95 = \$2.72\frac{7}{8}, \text{ Ans.}$$

$$5. 30000 \div 10 = 3000 \text{ sq. ft., the area of the floor} = 333\frac{1}{3} \text{ sq. yds,}$$

$$333\frac{1}{3} \times .75 = \$250. \text{ Ans.}$$

6. The time is 2 years, 1 month and 10 days. The decimal corresponding to the interest of \$1.00 for that time at 6% is $.12\frac{2}{3}$. $\$342.42 \times .12\frac{2}{3} = \43.373 . Add $\frac{1}{6}$ of this and the result is \$50.602. Ans.

$$7. 1320 \text{ yds. : } 1000 \text{ yds.}$$

$$30 \text{ yds. : } 36 \text{ yds.}$$

$$21 \text{ ft. : } 22 \text{ ft.}$$

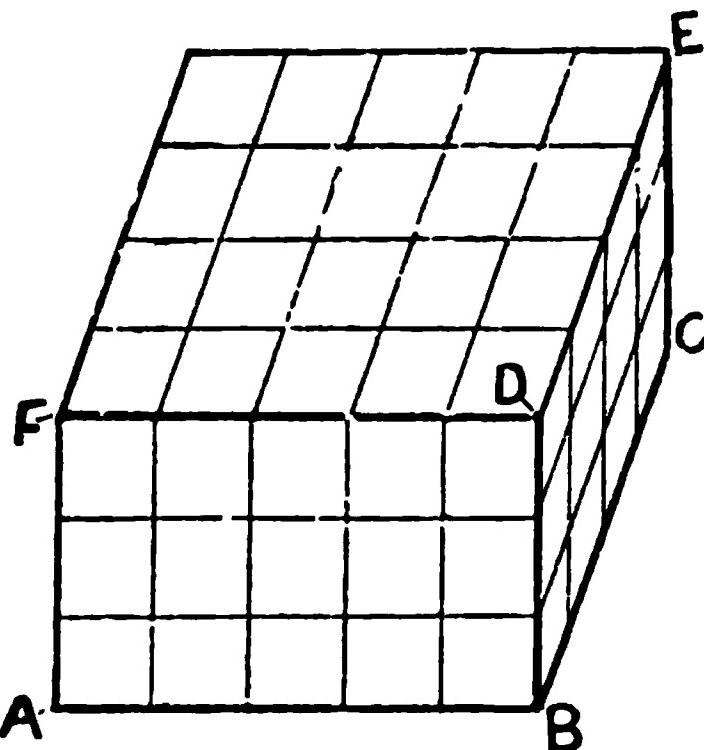
$$30 \text{ da. : } 42 \text{ da.}$$

$$\therefore 120 \text{ men : answer or } 160 \text{ men.}$$

: Arrange any two terms of the same kind as though the answer depended upon them and the third term alone. Employ cancellation.

1. **PROBLEM**—Required the contents of a rectangular solid whose dimensions are 3, 4 and 5 feet.

Solution: (See figure.)



The linear measure, (one foot,) may be applied to the length 5 times,

to the width 4 and to the height 3 times. Passing planes through the points of division the solid will be divided into equal cubes whose dimensions are one foot—solid feet. There will be as many cubes in the row AB as there are linear feet in the length or 5 cubic feet. There are as many of these rows in the layer ABC as there are linear feet in the width or four rows. Hence the layer ABC contains 4 times 5 or 20 cubic feet; and there will be as many layers as there are linear feet in the height or 3 layers, and hence they contain 3 times 20 or 60 cubic feet. Hence—Rule—Express the dimensions in the same denominations and multiply the length, width and thickness together and the product will be the cubic contents. (Held over from last month.)

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools
Direct all matter for this department to him.]

QUERIES.

474. A park 10 rods square has a gravel walk around it, the area of which is .19 of the whole area of the park. What is the area of the walk? A. BORRIES.

475. Why are the animals of South America so much smaller than those of North America? ELVORA B

476. The proprietor of a factory proposes to reduce wages 12½%. His men strike, but afterwards submit on condition that their wages remain the same, but that their time, which is 10½ hours a day be increased. How much should it be increased? (N. A. 130.) C.

477. I marked goods so as to gain 60% but on account of using an incorrect yard measure I gained only 40%; what was the length of the measure? (N. A. 132) ID.

478. What was the fate of Balboa, the discoverer of the Pacific? C.

479. What is the salary of the country school teachers in California, and in what branches must they be examined? SUBSCRIBER.

480. Can School Boards of towns and cities legally employ a teacher or superintendent for more than one year at a time? J. B. S.

ANSWERS.

464. Each sheep will require $\frac{1}{2} + \frac{1}{8}$ or $\frac{5}{8}$ of an acre.
Hence $325 + \frac{5}{8} = 1000$ sheep. ANS. THOS. W. NADAL.

465. Solving by alligation we get 634 and 241 which represent the bulk of the gold and silver. Multiplying these numbers by the specific gravities and omitting common factors we get 3487 and 723 as the relative weights of gold and silver. R. L. THIEBAUD.

466. Congress would have called an election before Mar. 4, 1893.
M. ROBINSON.

The president pro tem. of the Senate, if there were one, and if

there were none the speaker of the House. In either case there would be no vice president.

J. B. FAGAN.

468. "To steal is sinful for him."

For is a preposition showing the relation between "sinful" and "him." *Him* is a personal pronoun, objective case after for.

H. R. UNTHANK.

CREDITS.

G. W. Schell, 464-8; G. W. Adamson, 468; H. R. Unthank, 464-8; S. White, 464-7; C. E. Newlin, 464-7; G. F. Lewis, 464-7; A. Borries, 464-6-8-70-1; Thos. Nadal, 464-7; L. T. Hurst, 464; J. S. B., 464; William Livezey, 464-7-8; O. M. Meyncke, 464-7; M. Robinson, 464-1-7-8; Elvora B, 464-7-8; J. B. Fagan, 464-6-7-8; R. L. Thiebaud, 464-5-7-8; Lizzie J. Brown, 464; Sherman Vanscoyoc, 464; W. G. Jones, 459-62; W. N. Vanscoyoc, 564-7-8.

MISCELLANY.

LIST OF INSTITUTES TO BE HELD.

- | | |
|--------|---|
| July | 24—Dubois county, at Jasper. Geo. R. Wilson, superintendent |
| " | 24—Floyd county, at New Albany. Charles W. Stolzer. |
| " | 24—Vermillion county, at Clinton. J. A. Wiltermood. |
| " | 31—Jackson county, at Brownstown. W. B. Black. |
| " | 31—Morgan county, at Martinsville. J. E. Robinson. |
| " | 31—Posey county, at Mount Vernon. W. W. French. |
| " | 31—Putnam county, at Greencastle. F. M. Lyon. |
| August | 7—Hendricks county, at Danville. J. D. Hostetter. |
| " | 7—Martin county, at Shoals. John T. Morris. |
| " | 7—Noble county, at Albion. W. A. Fox. |
| " | 7—Owen county, at Spencer. J. W. Guiney. |
| " | 7—Washington county, at Salem. W. W. Cogswell. |
| " | 7—Wells county, at Bluffton. W. H. Eichhorn. |
| " | 7—Bartholomew county, at Columbus. W. J. Griffin. |
| " | 14—Clay county, at Brazil. W. H. Chillson. |
| " | 14—Daviess county, at Washington. P. R. Wadsworth. |
| " | 14—Fountain county, at Covington. Eli L. Myers. |
| " | 14—Hancock county, at Greenfield. Quitman Jackson. |
| " | 14—Johnson county, at Franklin. C. F. Patterson. |
| " | 14—LaPorte county, at LaPorte. O. L. Galbreth. |
| " | 14—Lawrence county, at Mitchell. G. M. Norman. |
| " | 14—Orange county, at Paoli. Orville Apple. |
| " | 14—Perry county, at Cannelton. F. J. George. |
| " | 14—Ripley county, at Versailles. Geo. C. Tyrrell. |
| " | 14—Warrick county, at Boonville. S. W. Taylor. |
| " | 14—White county, at Monticello. L. S. Isham. |
| " | 21—Benton county, at Fowler. Charles H. West. |
| " | 21—Brown county, at Nashville. Charles W. Snyder. |

- August 21—Carroll county, at Delphi. Charles W Metsker.
" 21—Clark county, at Charlestown. S. E. Carr.
" 21—Clinton county, at Frankfort. John W. Lydy.
" 21—DeKalb county, at Auburn C. M Merica
" 21—Delaware county, at Muncie J O Lewellen.
" 21—Elkhart county, at Goshen. Geo. W. Ellis.
" 21—Fayette county, at Connersville. G W Robertson.
" 21—Fulton county, at Rochester. D. D Ginther.
" 21—Greene county, at Bloomfield. John L. Cravens.
" 21—Hamilton county, at Cicero. E. A. Hutchens.
" 21—Henry county, at New Castle. F A Cotton.
" 21—Jefferson county, at Madison. O. F. Watson.
" 21—Jennings county, at Vernon. J H McGuire.
" 21—Lake county, at Crown Point. F E Cooper.
" 21—Miami county, at Peru J H Runkle.
" 21—Monroe county, at Bloomington. Frank F. Tourner.
" 21—Montgomery county, at Crawfordsville. J S. Zuck.
" 21—Newton county, at Kentland. W. W. Pfrimmer.
" 21—Randolph county, at Winchester. J. W. Denney.
" 21—Rush county, at Rushville. I O Harrison
" 21—Shelby county, at Shelbyville. Anderville Shaw.
" 21—Sullivan county, at Sullivan. C W Welman.
" 21—Union county, at Liberty. C W Osborne
" 21—Wabash county, at Wabash. A A Williams.
" 21—Warren county, at Williamsport. L A Sailor.
" 21—Wayne county, at Centerville T. A Mott.
" 28—Adams county, at Decatur. J F Snow.
" 28—Boone county, at Lebanon. Jos A Coons.
" 28—Cass county, at Logansport. J A Gardner.
" 28—Crawford county, at Leavenworth. J R. Duffin.
" 28—Dearborn county, at Lawrenceburg S J. Huston.
" 28—Decatur county, at Greensburg. J W. Jenkins.
" 28—Franklin county, at Brookville W. H. Senour.
" 28—Grant county, at Marion. F. M Searles.
" 28—Howard county, at Kokomo Geo. W Miller.
" 28—Huntington county, at Huntington. J. B DeArmitt.
" 28—Jasper county, at Rennselaer John F. Warren.
" 28—Knox county, at Vincennes Peter Phillipi.
" 28—Kosciusko county, at Warsaw E. J McAlpine.
" 28—LaGrange county, at LaGrange. E G Machan.
" 28—Madison county, at Anderson. I. V Busby
" 28—Marion county, at Indianapolis. W. B Flick.
" 28—Marshall county, at Plymouth. S. S. Fish.
" 28—Parke county, at Rockville. C E Vinzant.
" 28—Porter county, at Valparaiso. H H Loring.
" 28—Scott county, at Scottsburg. W L. Morrison.
" 28—Spencer county, at Rockport J. W. Nourse.
" 28—St Joseph county, at South Bend. J. H Bair.

- August 28—Vanderburg county, at Evansville. J. W. Davidson.
" 28—Vigo county, at Terre Haute. H. W. Curry.
Sept. 4—Allen county, at Fort Wayne. F. J. Young
" 4—Blackford county, at Hartford City. M. H. McGeath
" 4—Harrison county, at Corydon. C. W. Thomas
" 4—Gibson county, at Princeton. T. W. Cullen.
" 4—Pike county, at Petersburg. John B. Blaize
" 4—Pulaski county, at Winamac. J. H. Reddick.
" 4—Starke county, at Knox. W. B. Sinclair.
" 4—Switzerland county, at Vevay. P. R. Lostutter.
" 4—Tippecanoe county, at Lafayette. J. M. Sullins.
" 4—Tipton county, at Tipton. A. H. Pence.
" 4—Whitley county, at Columbia City. G. M. Naber.
Nov. 6—Steuben county, at Angola. R. V. Carlin.

THE STATE NORMAL CLASS OF '93.

The following named persons constituted the Senior Class at the State Normal and were not allowed to graduate, owing to the trouble alluded to on another page. Some ten or twelve of these persons were not in attendance the last term of the school, consequently had no part in the trouble and have received their certificates. About as many more, we understand, have decided to sign the required paper and have their graduation certificates. The list: Flora Burke, Dollie Bufink, Olive Beroth, Rozzie M. Brown, W. J. Bowden, J. S. Benham, O. H. Bowman, Nina Coltrin, Mary Coltrin, W. E. Carroon, Henry N. Coffman, Bertha Carter, Etta H. Delay, Daniel M. Deeg, Walter Dunn, E. E. Davis, Anna Froeb, Mary E. Ferguson, Louise Freudenreich, Tillie Felbaum, Gusta Felbaum, A. O. Fulkerson, Flora Gourley, G. W. Gayler, M. B. Griffith, Mrs. Cora D. Gillette, Samuel E. Harwood, N. C. Hieronimus, Ginevra Huffman, Brainard Hooker, J. W. Heath, George H. Hansell, Eva Johnson, Matilda Kalmbach, Elizabeth B. Lawrence, Anna Lang, W. A. Lake, J. E. Layton, Eunice Little, Kate Mavity, C. H. Mauntel, John T. McManis, Grace Norwood, D. W. Nelson, W. A. Oliphant, Effie M. Preston, Samuel B. Plasket, M. W. Rothert, Lena M. Steward, Harry G. Strawn, J. H. Scholl, Emma Solomon, Lillian Smith, Joseph W. Strain, C. M. Shafer, Getty Van Buskirk, Wilmina Wallace, J. T. Worsham, Ostin L. Woolley, Elizabeth Wilson, Anna R. Ward, Mary V. Walsh, Laura Wharry, Susie Wilson, A. C. Woolley, A. C. Yoder, P. A. Yoder, J. V. Zartman.

Ginn & Co. have purchased of Lee & Shepard Blaisdell's series of Physiologies, a series of unusual merit.

CENTRAL NORMAL.—The regular courses of the Central Normal College will be larger for the new year beginning Sept. 5 than ever before.

MARION NORMAL COLLEGE will soon have its new building completed which is represented as a model in convenience and appearance. The past year was a prosperous one and the prospects are flattering for the next. A. Jones is the president.

CLINTON has almost doubled its population in the last three years. A new high school building was erected last year and several new teachers added.

DECATUR COUNTY never got into the Y. P. R. C work till last year and the result was 1637 members and 7034 books read. Having done so well the first year, what may be expected the second?

FRANKLIN Co.—The demand for professional literature has doubled. One-third of the teachers were in attendance at the State Normal, besides quite a number in other schools. Y. P. R. C. has over two-thousand members which is seventy per cent of enrollment. W. H. Senour is superintendent.

The questions for the August, September and October teachers' examinations will be based on Scott's Lady of the Lake. Ginn & Co. publish an edition of this poem that each teacher should read. It is admirably edited, has a map showing all locations referred to, and besides contains an introduction that fully explains all literary and historical references.

VINCENNES UNIVERSITY.—The late catalogue shows this school in a prosperous condition. The enrollment in the literary departments last year was 248 and the total enrollment including the music and fine art students was 327. President E. A. Bryan, who had a leave of absence last year and was at Harvard doing post-graduate work, has returned and is at his post ready for work.

THE TWENTY-FOURTH Annual catalogue of the Indiana State Normal School is at hand. It shows the school in a highly prosperous condition. The total enrollment for the past year was 1093, and there were enrolled at the spring term 930. The catalogue gives a new course of study. There are provided in the new arrangement four courses of study: 1. A four-year course for those having the minimum scholarship; 2. A three-year course for graduates of commissioned high schools; 3. A three-year course for persons holding three-years' county license; 4. A one-year course for college graduates. This is certainly an improvement on the old course and will meet with general commendation. The head of each department has given a statement as to the scope of the work required; a brief historical sketch of the school is given, together with some statistics and a catalogue of the entire school by classes. Any one can get a catalogue by addressing the president, W. W. Parsons, Terre Haute.

PERSONAL.

W. A. ASPY is to be principal at Geneva.

B. F. KIZER is principal of the Linn Grove schools.

C. D. KUNKLE is retained at Monmouth another year.

Wm. EISEMAN is to be principal of the Pierceton schools.

J. W. HAMILTON will continue to superintend the Monticello schools.

J. H. BRYAN goes to Marion as principal of one of the ward schools.

J. Z. A. McCUAUGHAN is to be principal of the high school at Bloomington.

F. G. HAECKER returns to Berne after an absence of two years in attendance at school.

W. P. HART has been re-elected for a third year at Clinton with an increased salary.

E. E. FRIEDLINE declined a re-election at Geneva to accept the principalship at Jonesboro.

SAM'L E. HARWOOD recently did institute work at Murphysboro, Ill., and gave unqualified satisfaction.

G. D. LIND, formerly of Indiana, is now one of the faculty of the National Normal at Lebanon, Ohio.

REED CARR, a graduate of Butler University, is to be principal of the high school at Noblesville next year.

JOHN G. KINNEMAN has been re-elected superintendent of the Burnettsville schools at an increased salary.

J. FRAISE RICHARD, formerly of this State, is now principal of the Modern Normal College at Washington, D. C

A. D. MOFFET is superintendent of the Decatur Schools. D. B. Erwin and M. E. Hower are ward school principals.

O. B. CLARK, late Professor of English Literature in the State University, has accepted the Chair of English in Ripon College, at Ripon, Wisconsin.

E. H. BUTLER, after serving as superintendent of the Rushville Schools for seven years, has for the present, at least, quit school work and engaged in other business.

ARNOLD TOMPKINS, late of the State Normal, has been offered one or two good positions but declined them in order to carry out his plan of attending Chicago University next year.

MISS LIBBIE FULLERTON, one of the best and most active teachers in Monroe County, recently died. Miss Fullerton was a lady of many sterling virtues and is mourned by a host of loving friends.

SAMUEL ABERCROMBIE is the new superintendent of the Rushville schools. He is not a stranger having been connected with the schools several years, and the last year as principal of the high school.

C. W. McCLURE, for seven years past superintendent at Brookville, has resigned to accept the superintendency of the Oxford, Ohio, schools. Mr. McClure is a good man and Indiana should have kept him.

J F. SNOW, superintendent of Adams County, made an address to the public school graduates of his county for 1893 that contains much good sense and excellent advice. It has been put in print for general circulation.

PROF. W. H. MACE, so well and so favorably known in this State, has recently been lecturing in Philadelphia. The Philadelphia papers give

large space to the lectures and speak of them in unqualified terms of praise.

D. MOWRY, formerly superintendent of Elkhart County, is now a successful physician at Atlanta, Ga. He recently returned to Indiana on business. He says he remembers his Indiana friends with much pleasure.

HUGH BROWN, formerly of Rochester, but of late years of Michigan, has entered the field as agent for Allyn & Bacon, of Boston, with headquarters in Chicago. Mr. Brown is a genial gentleman and will soon have many friends in Indiana.

W. J. WILLIAMS, owing to the ill health of his wife, has been compelled to resign the superintendency of the Franklin schools and change climate. Mr. Williams's many friends will regret his removal from the State and will regret especially the occasion of it.

S. C. HANSON has been re-elected superintendent at Williamsburg for a ninth year at an increased salary. It will be remembered that Mr. Hanson is the author of some of the most popular music books now published, 87,000 of his Merry Melodies having already been sold.

W. S. SMYTH, for many years western agent for Ginn & Co., has bought an interest in the firm of D C. Heath & Co., and will take general charge of the western business with headquarters at Chicago. Mr. Smyth is one of the most genial of all the fraternity of genial book men.

JOSEPH SWAIN, the new president of the Indiana University, is now on the ground and getting all things ready for the coming year. He has just completed a "course of instruction and faculty for 1893-4." When two or three vacancies are filled the faculty will number thirty-eight.

BOOK TABLE

SCRAP-BOOK RECITATIONS, published by T. S. Denison, Chicago, is compiled by H. M. Soper. This is a book of 143 pages of most excellent selections, bound in stiff paper, that can be purchased for the low price of 25 cents.

THE BOSTON TRAVELLER is a paper of extensive circulation among intelligent people, and it is just now devoting an unusual amount of space to educational matters. Price of Weekly Traveller, \$1.00; with SCHOOL JOURNAL, \$2.00.

We have received the year book of DePauw University for 1893. It appears in a new and attractive form. The book contains 150 pages, and gives a full account of the work in the various departments. We note that there was in attendance in the College of Liberal Arts, 462 students; the School of Theology, 100; School of Law, 151; School of Music, 248; School of Art, 54, and the Preparatory school, 238. After deducting all names counted more than once, there were more than 1000 students in the University. Of this number about 650 were in the

college departments. There were ninety-nine graduates in all. The steady growth of the University is a source of gratification to all friends of liberal culture. The new year book will be sent to any one desiring it on application to President John, Greencastle, Ind.

THE UNIVERSITY EXTENSION WORLD begins its second volume with the July number. The Magazine now comes to us in a more convenient form than was used for the first volume. It is filled with articles of great interest to educators, and has a variety of matter of importance to all those who are connected in any way with the work of University Extension. Sample copies may be obtained by addressing The University Press of Chicago.

"OUR LITTLE STUDENTS" is the name of a little paper published by C. W. Shleppy and edited by his daughter Ruth P. Shleppy. Mr. Shleppy has been principal of the Russiaville schools and made the first seven issues of the paper from that place, but has now removed to Indianapolis. The paper will be changed from an 8 page to a 16 page paper, and it will contain at least two pages of matter for "supplementary reading." It is a monthly, 25 cents a year.

"CECILIAN SERIES of Study and Song," prepared by John W. Tufts, is published by Silver, Burdett & Co., Boston. This book is divided into three parts increasing in difficulty as the pupil proceeds. It is an effort to put into one book such instruction in vocal music as can be mastered in smaller towns and schools where no special instructor is provided. Within 144 pages of music the author has included 124 songs. The book is written on new lines and is fresh and attractive.

SCHOOL NEEDLEWORK by Olive C. Hapgood, teacher of sewing in Boston Public Schools. The object of this book is to assist both teacher and pupil, lightening the teacher's labor by saving constant repetition and giving the pupil a manual for reference. Simplicity with completeness has been the aim throughout. The pupil's edition contains: Part I., General Directions for Sewing; Part II, Plain Sewing; Part III, Fancy Stitches; Part IV, Drafting, Cutting and Making of Garments. In the Teacher's Edition are given practical hints and suggestions, for teaching the lessons, and courses of study for Kindergarten, Primary and Industrial Sewing. It also contains a list of articles obtainable for a sewing-cabinet and talks on kindred subjects. Ginn & Company, publishers.

SHEPP'S PHOTOGRAPHS OF THE WORLD, published by Globe Publishing Co., 723 Chestnut St., Phila. This book contains two hundred and fifty pictures, photographs of various parts of the world's surface. To him whose means are inadequate for an actual visit to different countries, these pictures must be very acceptable. By means of this book he can look upon faithful pictures of noted places in Australia, China, Japan, India, Egypt, Syria and Palestine. Scenes in European cities, as well as noted localities in America, take him in imagination across the Atlantic and through the places of note on this side. To the representations of actual scenes have been added reproductions of famous

masterpieces of the art of the past and present. A brief description placed below each picture establishes its identity, and gives its claim to a place in this book of eminent photographs. The cost of getting up so valuable a book has been \$100,000, but so great has been the demand that it can be sold at the low price of \$3.25. The book is of remarkable value.

JASON'S QUEST, by D. O. S. Lowell, A. M., M. D., master in the Roxbury Latin School is published by Leach, Shewell & Sanborn, Boston and New York. The story of Jason's Quest as told in this little book is full of interest from beginning to end. Interwoven with the story are many allusions to other myths, constant reference to which is made in our best literature. The volume was written through the remembrance of the author's needs and wishes when a school-boy and he sends it forth that it may meet the wishes and supply the needs of the school-boys and school-girls of the present day. This mission it must certainly accomplish. We commend the book heartily to all, believing as the author states in his preface that a familiar acquaintance with these old-time traditions is necessary to a liberal education.

THE FAMOUS ALLEGORIES, edited by James Baldwin, Ph. D. Published by Silver, Burdett & Co., Boston, Mass. Messrs. Silver, Burdett & Co. are publishing a series of select English classics *mainly* as supplementary reading, but these books will make desirable acquisitions to any library. The book under consideration is the second volume in the series. This volume is devoted to a study of myths and allegories. It contains the Vision of Piers Ploughman, the Fairie Queen, the Castle of Indolence, Pilgrim's Progress, the Vision of Mirza, and others. An introduction that considers the nature and origin of myths and allegories, as well as the prominence of allegory in all literature, adds to the literary value of the book. Mr. James Baldwin, the editor, is well known to many Indiana teachers, since he was, at one time, one of them. His name upon the title page is a guarantee of the literary excellence of the book.

THE PHILOSOPHY OF TEACHING is the name of a new book by Arnold Tompkins. The following general headings will indicate the scope of the book: The Teaching Process; Universal Aim in Teaching; Universal Method; The Ultimate Ground of Unity; The Process of Thinking the Individual; The Process of Thinking the General; Means in Teaching; Motive to which Means Appeal; Means through School Management; Ethical Value of School Management. It is not necessary to say to those who know Prof. Tompkins that these subjects are treated in a fundamental and logical manner. The teacher who does not want to do some thinking on his own account, and is looking for cut-and-dried devices and recipes for processes, has no business with this book; but a progressive teacher, who is looking for the principles that lie at the heart of things, will find the book a treasure. The discussion on school management is unquestionably the best the writer has ever seen. The book is published by the author at Terre Haute.

"INTERLUDES"—sung between the acts in the drama of toil is a volume of poems by Lee O. Harris, one of our Hoosier poets. He was one of our Hoosier teachers, too, and is proud to be classed with that profession. Many know him by name and can quote bits of his poems here and there that have become household words. His tribute to his native State is familiar to many a schoolboy who has committed it for some public occasion:

"Fair Indiana, may the hand
Of Progress touch thee but to bless;
And peace with plenty crown the land
That blossomed from the wilderness."

In his poem written on his fortieth birthday, every reader must find that which appeals to his best and deepest feeling:

"I am forty to-day but the heart of a boy
In my bosom is pulsing away;
My soul is so glad in its fullness of joy
That I sing like a child at its play.
* * * * *

"I cannot be solemn and glum if I would,
And the reason is easily told;
Each ill that arises I match with a good
And my pleasures are forty years old."

Born out of the heart these poems must reach the heart. His poem entitled "The Old School-master" was first published in this JOURNAL. For beauty of language, for real pathos, it deserves special mention:

"He bowed his head on his trembling hands
A moment, as one might bend to pray—
"Too old, they say, and the school demands
A wiser and younger head to-day.
"Too old! too old!" It was all they said.
I looked in their faces one by one,
But they turned away and my heart was lead,
Oh, God of the stricken! Thy will be done!"

This book is a neat little volume, good reading for the summer vacation. It is tastefully bound and reflects great credit on the Indianapolis publishers, Carlon & Hollenbeck. Address the author at Greenfield, Indiana.

BUSINESS NOTICES.

SEE the advertisement on the upper half of the second cover page. It will interest you.

Read, on another page, Houghton, Mifflin & Co.'s advertisement of Rolfe's "Lady of the Lake."

LA PORTE TRAINING SCHOOL FOR KINDERGARTNERS.—For circulars or information, address Mrs. Eudora L. Hailmann, La Porte, Ind.

ALLISON'S PERFECTION FOUNTAIN PEN is all that it claims to be. We recommend it to anyone who needs a fountain pen. See advertisement on another page.

A VERY PLEASANT AND PROFITABLE OCCUPATION may be found for teachers in organizing Councils of the Oriental League. For full particulars write Edward R. Magie, Superintendent of Organization, Indianapolis, Ind.

7-2t

Send 28 cents in two-cent stamps to W. F. L. Sanders, Connersville, Ind., and get his *Analytical Outline* to Montgomery's Leading Facts in American History. For the use of teachers assigning lessons and in conducting recitations. By its use time is saved and excellent recitations are secured.

INDIANA SCHOOL JOURNAL.

TEACHERS desiring less confinement and more money will find it to their advantage to address American Collecting and Reporting Association Roomis 2, 3 and 6 Boston Block, Indianapolis, Ind. 7-2t

IN THE NORTH GALLERY, Manufactures and Liberal Arts Building, all educational visitors to the World's Fair will find, for free distribution, a programme of the N. E. A., together with a plan of the fair grounds and a correct map of Chicago, at the Educational Map Exhibit of Rand, McNally & Co. 6-4t

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SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

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INDIANA SCHOOL JOURNAL.

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SHOULD COUNTY SUPERINTENDENTS BE REQUIRED TO BE PROFESSIONALLY AND SCHOLASTICALLY QUALIFIED?

W. E. CARROON.

It is a recognized fact at the present time that the State has the right to educate its children. And since, viewed from the side of the State, it has such a right, viewed from the individual side it is its duty to provide the best training for its future citizens which existing circumstances will permit. How to modify or mold those circumstances so as to secure the best training for the children should be an ever-present question with those who have charge of the formal part of public instruction. It is plainly apparent that the only way in which the State can contribute to the desired end is to secure proficient teachers and sufficient means with which they are to work. Natural capacity is a thing of slow growth, and cannot be procured with money nor secured by State enactments. Since the work of school education finally devolves on the teachers, it is highly important that they be thoroughly qualified to do the work expected of them. It is the purpose of this paper to

show that professionally and scholastically qualified county superintendents would, in a large measure, secure such teachers and also secure more desirable conditions in which they might work.

It is a well-known fact that division superintendents on railroads, bank officials, managers and overseers in factories, shops and mills must be men who are thoroughly qualified by experience and technical training to do and manage the work over which they are placed. No incompetents stand any chance in these fields. It is not difficult to see why this is true. It is a matter of dollars directly *in* or *out* of the pockets of those concerned. It is only in public offices, where the interests are just as vital but more general, that incompetent and inadequate service is tolerated. It is only there that politics and party service are considered before ability and proficiency.

Let us see what a county superintendent should be, viewed in the light of his purpose. He should be a man of such broad culture that he may see common-school education from the top, not from the bottom; in its relation, not in isolation. He should be able to see the end from the beginning. His knowledge should include a clear understanding of the purpose of education, the goal to be reached. He should have consciously in mind that his business is to help his teachers to make the children, so far as may be, masters of themselves and their environment. He should have a practical working knowledge of the methods used by different nations and educators in their efforts to free the race. He should be a student of mind and the laws or order of its development. He should have a fair knowledge of all the subjects that can be used to advance man toward his destiny—freedom. In short, he should be a thorough student of the art, science and philosophy of education. Can

the ordinary district school teacher of two or three years' experience meet these requirements? Can a broken-down lawyer come up to the standard? Will a farmer or merchant do? These men may be worthy in their respective spheres, but they can no more do the work of the professional superintendent than a hod-carrier can do the work of the architect.

In relation to the teacher, why should county superintendents be specially qualified? There are several valid reasons, among which are the following: A non-professional superintendent almost necessarily implies unscientific teachers. Teachers, like any other class of workers, are not likely to be more proficient than it is necessary for them to be in order to get along. Let a professionally qualified man take the office of county superintendent, and a change can be noticed, even in one short term of two years. Those counties which are at the head of the educational ranks in Indiana have active professional men in charge of their schools. Professional superintendents demand trained teachers, and this is the important factor in school education. It is the opinion of Dr. Rice that it should be a large part of the superintendent's duty to visit schools and engage in the actual work of instructing his teachers. Clerks can do office work. The superintendent should meet with and stimulate the teachers. If this is true of city superintendents it is more urgently true of county superintendents, because the district school teacher is not so well able to attend high-schools and normals as is the city teacher. In nearly every county in the State there are a number of schools in which the superintendent has little or no influence. Generally, more experienced and better trained teachers are employed there than in the country. The superintendent seldom or never visits them, because he does not feel helpful to them. He is

not far enough above them. His knowledge and experience do not circumscribe them. Greater knowledge and skill are essential qualities of our superior officers in order to produce in us confidence and respect; and these are necessary conditions of growth. This is as true between superintendent and teacher as between teacher and pupil. If the superintendent does not possess those qualities, his teachers will lose the spiritual help which they should have.

One of the fields in which the county superintendent can do much good for his schools is the various teachers' meetings, township and county institutes, etc. It is clearly evident that unless he is professionally and scholastically qualified he cannot carry sufficient force into those meetings to greatly benefit the teachers and through them the schools. There are superintendents who go to institutes and occupy the chair all day as figure-heads, call off papers and discussion of papers, and never find a place where they can help any one on any point. To the teacher they are of no more value than the trustee who goes to draw his pay, to see that each teacher is there and that he reads his regulation paper. Superintendents should be leaders in every institute, master of every meeting and ready at all times to lend a hand; ready to encourage and point out the road to success; ready and able to elevate their teachers to a high professional standard. How can they do this unless they possess professional and scholastic qualifications? How can they teach teachers how to teach unless they themselves are proficient in the art and science of teaching?

Viewed from a particular standpoint the foregoing has conclusively shown that professionally qualified superintendents would be a great incentive toward securing better trained teachers, and through them improving the quality of the instruction given in our schools. Looking

at the situation from a general point of view, are there any reasons why superintendents should not be required to be professionally and scholastically qualified?

It might be said that the present remuneration is not sufficient to demand special preparation on the part of the superintendent. It is true. The present method of paying superintendents is a bad one. It puts a premium on laziness and dishonesty by inducing them to decrease their daily work and then increase their salary. They should receive a certain stipulated sum per annum. But, even as it is, they are better paid than the vast majority of teachers, and are elected for two years instead of one. Teachers, in obedience to the demands of the times, are taking professional courses in the various normal colleges. They are becoming more scientific each year. Should not superintendents be strongly encouraged to keep their distance ahead of them?

Again, it might be said that if such a law as the one here suggested were enacted, some counties would not be able to have superintendents. If there is a county in the state where that would be true, that county, more than all the rest, needs such a law, and its condition proves it. A government with capable and honest officials in all its departments could get along fairly well without a head, but one whose servants are incompetent, unworthy and untrained most needs a strong hand at the helm. A county whose schools are well supplied with trained teachers does not so urgently need a strong superintendent as one not so equipped. There is plenty of material outside of such counties, and a healthy grafting might possibly benefit them. Require superintendents to be specially qualified. Let the fittest survive. The law of evolution is the cause of progress and is always right.

In relation to education in general, what are the pros-

pactive effects which would justify the passing of a law requiring special preparation on the part of county superintendents? One great object and effect of the educational movement in this state has been to direct the educational thought into one channel, to harmonize it, to make it uniform. This is shown by the fact that the legislature has passed a law making the text-books throughout the state uniform. It shows itself again in the organization of a State Board of Education, which, among other duties, prepare, (or is supposed to prepare) uniform questions to be used in the examination of teachers. It is also evidenced in the preparation of a uniform course of study to be used in the common schools of the state. It further evinces itself in the fact that a Teachers' Reading Circle and a Young People's Reading Circle have been formed within the past few years. In the light of these facts it seems strange that such small effort has been made toward harmonizing the superintendents. Here the contrast—the lack of unity is most marked. The man who by virtue of his position has most to do with harmonizing the educational factors of his county, may be whatever his electors please to choose. The county superintendency is at present in very poor standing as compared with other county offices. It has been introduced into thirty-three of forty-four states, and was afterwards abolished in three of them. The office is nearly always located in some out-of-the-way place, generally in the basement. It is not too much to say that the lack of ability in the part of superintendents has been largely responsible for the lack of dignity attached to the office.

This may be an extreme case, but we have it on good authority that a superintendent not many years ago, at the beginning of a county institute, appointed a teacher to preside, while he repaired to the back part of the

room, where, bare-footed and in his shirt-sleeves, he spit tobacco-juice on the floor during the entire session.

In former days, before the specialization of labor had developed to the degree to which it has now come, and before the school system was such an important factor in our state, the superintendent had to superintend during the winter and do something else during the summer season, resembling in that respect the district school teacher. Such a condition of affairs would not tend to make the office a professional one. But now, since we are coming to have better teachers, better schools and longer terms, it is time that the office of county superintendent should be strictly professional in its nature. Require superintendents to be specially qualified and it will not only increase the efficiency of that office, but will put it on a more dignified basis and in the end benefit even the superintendents themselves.

The county superintendent in this state is elected by a body of trustees, the political complexion of which almost invariably determines who the superintendent shall be. The person they choose may be a man of good parts—almost brilliant attainments—or he may be a very ordinary man indeed. He may hold a State license, or he may be able to make one year or less. He may have a college or professional training, and he may not. He may be a school man and in sympathy with the work, or he may be a man wholly outside the teacher's field. The present ability of our superintendents as a body is a fact not because of any law on the subject of their qualifications, but in spite of the absence of such a law. That this general ability could be improved cannot be denied. It is almost universally agreed that politics should have nothing to do with school matters. When it is seen how much politics has to do with this particular phase of school matters, is it too much to say that county super-

intendents should be required to be professionally and scholastically qualified, thus taking that office, to that extent at least, out of politics?

The county superintendents constitute one of the most powerful educational bodies in the State. Their words have most weight with the trustees; then they, to a large extent, govern the outside or formal part of education, such as the building and arranging of school houses, selection of apparatus and the appointment of teachers. Their positions give them a great deal of power in teachers' meetings, through which they influence educational thought and finally legislation. In the eyes of the average teacher, each one is the embodiment of law in his respective realm. They have a wonderful influence in shaping the sentiment of pupils and patrons. In fact, they make or mar the educational atmosphere of their respective counties. Is it not essential that they represent the highest culture and ability that can be obtained?

Change is the law of life. We must grow or decline. We must go forward or backward. We must improve or degenerate. Is there not food for thought in the proposition of this paper for those who are looking for the next step forward in the educational system of Indiana. I think so. And since I have shown that a law requiring county superintendents to be professionally and scholastically qualified would be perfectly fair and practicable, would improve our teachers, thereby increasing the efficiency of our schools and finally benefit the entire State, I think such a law ought to be placed on our statute books.

FOWLER, IND.

ORIGIN OF THE TERM "HOOSIER."

To the Editor of the Indianapolis Journal:

There is a disposition manifested lately by some of our sensitive and fastidious people to drop the use of the word "Hoosier." Possibly this may be attributed to their ignorance of the origin and meaning of the word. If they persist in their demand for the dropping of the use of the word after being informed of its true significance, charity must be invoked for their conduct. The word is synonymous with bravery, fearlessness, prowess, valor, as I propose to show from its origin. It properly designates the true character of Indianians from the days of the backwoodsman and Indian fighter to the close of the rebellion, and every native citizen of the State should be proud of the name. Let me now give the evidence of the true origin of the word. The first witness is Dr. Aaron Wood, who was in his time one of the most prominent Methodist ministers in the State, and traveled all over southern Indiana. Several years ago he furnished the Michigan City Dispatch with his version of the origin of the word. He said that between the years 1823 and 1830 a learned foreigner named Leminouski, lectured extensively on the wars of Europe to the pioneers of the State. In his lectures he described the valor and bravery of the Hussars, and, as his accent was not English, he pronounced the word "hooshers." During the excavations of the canal around the falls of the Ohio, a young man from Washington County, Indiana, went over to work on the canal and, being imposed upon by three Kentuckians, he whipped all three of them and, when through with the job, exclaimed: "I am a Hoosher," from Leminouski's pronunciation of Hussar. "From that day to this," says Dr. Wood, "the term has been applied to all citizens of Indiana."

Colonel Leminouski was a soldier under Napoleon in his war against Russia. He married the eldest sister of J. Q. A. Seig, member of the State Agricultural Society but died early in the thirties. I heard much about him in my boyhood and know from many who heard him, that he delivered interesting lectures on the wars of Napoleon all through the southern counties of Indiana.

The next witness as to the origin of the name is Mr. John Vawter, of Morgantown, Morgan County, Indiana. On January 16, 1860, Mr. Vawter wrote to the Indianapolis Journal and said he was then seventy-eight years old. He further said that laborers from Clark, Harrison and Orange Counties worked on the canal around the Ohio for \$1 a day. The laborers from Kentucky objected to the Indianians and drove some of them away. Finally, a laborer from Indiana "licked" one of the bullies, and then jumped up and cracked his heels and said he was a "Hoosier."

The next witness is Hon. Jerry Smith, of Winchester, Randolph county, father of Hon. Harry Smith, member of the Senate from Wells and Blackford counties. Mr. Smith saw the card of John Vawter in the Journal and immediately wrote the following which I copy from the Journal files:

"Mr. Vawter's communication in your paper of to-day has induced me to add my recollection to the many that have been given to the public on this subject. My recollection is that the word began to be used in this country in the fall of 1824 but it might have been as late as 1826 or 1827, when the Louisville and Portland Canal was being made. I think I first heard it at a corn-husking. It was used in the sense of 'rip-roaring,' 'half horse and half alligator,' and such like backwoods coinages. It was then, and for some years afterwards,

spoken as if spelled 'husher,' the 'u' having the sound it has in 'bush,' 'push', etc. In 1829, 1830 and 1831 its sound glided into 'hoosher,' till, finally, Mr. Finley's 'Hoosier's Nest' made the present orthography and pronunciation classical and it has remained so since.

"JERRY SMITH."

The evidence of these three old and intelligent men would seem to be conclusive as to the origin of the name and should stop the discussion. If the name is to be dropped, as suggested, what will the fastidious people name Finley's beautiful poem or will they propose to drop it out also? The name is so woven into the literature and history of the State that it cannot be dropped out, and no native Indianian should desire that it should be. Indiana will not suffer from its continued use. Our Hoosier soldiers have made it very respectable and odious to only those who doubted their bravery. My advice to my brother Indianians would be when taunted about the name to shoot on the spot the man who uses the word Hoosier as a name of reproach.

It is interesting to note that we are debtors to Napoleon for the name. Had there been no Napoleon, Colonel Leminouski would not have had the experience of the valor of his Hussars to describe. Then, from another point of view, we are indebted to the brave Pole, Colonel Leminouski, for a name which epitomizes the bravery, valor and fortitude of the early settlers of the State and their descendants, 200,000 strong, who marched to battle to make the name Hoosier pre-eminently respectable. The Hoosier yell was a terror in the war of the rebellion.

LEWIS JORDAN.

INDIANAPOLIS, Jan. 28.

TO KNOW WHAT TO LOOK FOR.

ANNA C. BRACKETT.

"And my assurance bids me search."—*Shakspeare*.

I append a series of questions which I made out a short time ago for one of the older classes, who, in the course of their English Literature, had been required to read the "House of the Seven Gables" as one specimen of Hawthorne. I should say that all reading in our literature classes is done out of school, the time of the recitation being spent in *discovering* what the pupils have made out of what they have read, and in leading them by judicious questions to read intelligently and to *know what to look for* as they read. The class was not mine, and they had taken such a short time to read the book, according to the report of the teacher, that it seemed to me they could not have got as much from it as they should. I gave them the following questions to ascertain how much they had seen in the book. The answers were satisfactory. I read them through, but did not mark them. They simply decided me to say to the teacher, "All right; go ahead." If they had not been satisfactory, I should have had the girls take home a copy of the questions, and answer them again, *consulting the book freely*. When they brought me the second set of answers I should have been sure that they had gained what I wanted them to have—an intelligent idea of Hawthorne's style and of the story. I do not think that I should have spent much time over the second set of answers, I should have been so sure that they knew about the book. I think that I am willing to advance the proposition that no set of examination papers for children is really a good one, or can answer a useful purpose, unless we are willing to have the ques-

tions answered from open books. Any set which is really worth giving would involve, to answer them, so much hunting on the part of pupil that he would, at the end, have accomplished what I want him to accomplish. The examination paper, if given to children, should be a *means* and not an *end*. I submit the questions, and await criticism:

1. Would you call Hawthorne a humorist, a satirist, a caricaturist, or a moralist, or neither, or all? *Why?*
2. What *object* does he seem to you to have had in writing "House of the Seven Gables?"
3. Tell what scene in it you think the most touching.
4. What do you call the characteristics of his English? Is it strongly marked?
5. Is it like the style of any other writer you know of? If so, who and in what?
6. Could any parts of the book be called poetical? If so, in what scenes?
7. Does the book seem to you a *great* work, or only a *pleasant* work?
8. Who is the finest character in it?
9. Is Hawthorne a fine drawer of character, *i. e.*, do his characters seem to be real people, or only descriptions. Give illustrations.
10. Does he let you see the mental processes of the personages, or give you only the *results* of those mental processes, and leave you to judge the thoughts of the personages by their actions?
11. Does the ending of the story satisfy your sense of justice to every one in the story?
12. Is there any character that could have been left out without breaking the story.
13. How many distinct characters in it?—*American Journal of Education.*

ON ASKING QUESTIONS.

The daily school routine finds not "The child on the Judgment Seat" but "The child on the Witness Stand." Quiz, search, probe, cross-examine, tangle him up if you can: if all goes well for the side of the prosecution, perhaps you can get the child to contradict himself. How would it do for a little while to let the Answerer of Questions step down out of the witness box for a few minutes and stretch his legs under the table of the asker of Questions? Let him essay this role for a while, not for the sake of asking foolish or meaningless questions, but for honest, thoughtful work. If you feel disposed to try the experiment, several suggestions may be in order.

At night, for instance, the teacher may say, "In the morning I would like each pupil to bring in writing three good questions in grammar. They may be on text-book work, definitions, or principles, or better still, points in analysis, or construction or illustration." The teacher will be surprised at the array of excellent questions obtained in this way, and points will be brought out which had been omitted in the teaching. The teacher may retain these papers and put the questions to the class. A better plan is to distribute the papers to the class and let each pupil answer the questions that fall to his lot. If this latter plan is used the teacher should first examine the papers and cross out any unprofitable queries.

Another method relegates the questioning prerogative to the pupils as follows: The boys and girls are told to be ready in the grammar class to ask questions upon a certain part of speech—verbs, for instance. A pupil is called upon; he asks his question, and then calls upon some one whom he wishes to answer it. If he can do so, he may then have the privilege of asking a question and naming a pupil. And so the game goes on—questions

being tossed backward and forward as a ball. On another day the pupils may be allowed to quiz each other on pronouns. The scope of the questions is limited in order that they may not be too scattering and promiscuous.

This method is valuable in geography drill and in quick work in arithmetic. I saw a class not long ago where the scholars were giving each other problems in quick work, as: $8+7\times 2+10-7+5+11+7\times 12-14+10-3\times 25$ = how many 10's? The children were happy as they played their game, and if any one had suggested that it was *work* or a *lesson*, they would have scouted the idea.
—*Intelligence.*

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY CAMPBELL, late of the State Normal School.

STAMP ACT CONGRESS OF 1765.

After the teacher has seen all the elements in the event itself and has viewed each as the effect of certain great tendencies of growth prevailing at that time and as causing certain changes in these great trends of institutional life—when the teacher has done this he has mastered the event exactly as any person would do who wished a knowledge of this particular historical fact.

Before the teacher can say he is ready to give this history lesson he must go one step farther in his preparation, and he must take this added step just because he is a teacher. The phase he considers is one which has no special value to any other than to him who wishes to teach it. He is to lead his class to live the Stamp Act Congress. The pupils are to feel themselves colonists of 1765, oppressed by this tyrannous English measure, and meeting in this congress to seek redress. The work is to be so conducted that the boys and the girls

will enter fully into the spirit of the time, see as the colonists saw, feel as the colonists felt. But in addition to seeing and feeling as the colonists saw and felt, they must, at the end, step again on the platform of 1893 and view the event in their somewhat dim perspective. To decide on just what points to bring out, which to emphasize, how to conduct the recitation, just what to assign, and what devices to use to make pupils feel their oneness with those colonists—all this is by far a greater task than the simple mastery of the event.

In order to induce the pupils to see and feel what he considers legitimate ends of the lesson, the teacher looks over the ground to see what points they already know that will help him in presenting this event, what knowledge they have that they can use in getting the full meaning. The pupils know about the stamp Act itself, its provisions, date, what brought it about and some of the main effects. They know of the Congresses of 1690 and 1754. They know the latter congress adopted the plan of union, which the king refused to sanction on the ground of its giving too great liberty to the colonists and which the colonial assemblies refused to sanction because of its giving too great power to the president who was to be appointed by the crown. The pupils have noticed the growing tendency among the colonies to consult with each other on matters of common interest—this unconscious growth in the idea of a centralized government. They have also noticed how zealously the colonists have guarded their own right, each afraid some other would take undue advantage. And through all, the pupils have seen the colonists steadily asserting the rightfulness of English authority while they were modifying and adjusting affairs according to their own standards which were not wholly English by any means. These are the main ideas the pupils have

that will be used in working out the points in this lesson. Does this seem to be unnecessary work for the teacher —this thinking out just what knowledge they have that will help in the mastery of this event? It is really one of the valuable features in the teacher's work. Without thinking over this point, it would be difficult to make an adequate assignment of work to the class; he now sees more clearly at just what place to start his lesson and just where to center greatest effort; in fact, it were next to impossible to give the lesson without thinking in a more or less definite way the points of knowledge and strength of the class that is to be taught.

The teacher is going to present (or at least, conduct his work in such a way that the pupils must think the points); first, the facts in the congress of 1765; second, how each of these facts grows out of and affects the prevailing trends of growth. Both points admit of an elaborate analysis which must be done by the class. That is, the pupils must see all the elements in the event, and view each element in its cause and effect relations, and then unify all these back into a definite whole.

The teacher must now determine how much the pupils can do alone, or in their period of preparation and what shall be brought out in recitation. If the pupils can work out alone all the points the teacher intends to present then there is no use of having a recitation for that is to help pupils to reach results it is impossible to reach alone. The class is provided with text-books and probably there is an encyclopedia intended for use in connection with the school. This assures the teacher that the class will be able to prepare the first point and all that will be necessary in the recitation will be a concise statement from one or two consuming as little time as possible. The main facts in the event are these—the Stamp Act Congress was held in New York in October,

1765; nine colonies sent representatives but all were in hearty sympathy with its purposes and ratified its actions; a declaration of the rights of the colonists was drawn up and copies sent to the king and parliament; the Congress also asked for the repeal of the Stamp Act. So much for the first part.

But the main point of the lesson is still untouched—the cause and effect relations of the event. The question now is how this event grew out of the existing conditions of the people, their peculiarities of growth and in turn what effect this event in its different elements had upon these existing conditions. The pupils are to notice if every phase of colonial life and thought were just the same after this Congress as before. Did the people fall back to their old level, or did this Congress help them to see their condition and England's attitude a little more clearly and make them feel their resentment of similar features of English rule a little more strongly? This is the great feature of the lesson and it is the very one which the text is inclined to slight.

If the previous history work has been upon similar lines the class should be able to state the prevailing tendencies of growth at this period without very much work. At any rate, they should be definitely in mind before attempting to see the relation of the event to them. And then would follow a working of—first, how this event in all its phases is the outgrowth of those tendencies, and, second, how it, in all its phases, affects the same. In the light of these considerations the teacher's assignment will be similar to the following:

1. State explicitly the facts in the event itself.
2. Re-state the main tendencies or trends in the growth of the people at this time.
3. Show how the event is the result of each of these phases in their growth and what effect it has upon each.

If the class knows as many points as we assume them to know the mastery of the first and second points in the assignment will be comparatively easy. It will be from a study of their text and books at hand that will help upon the point and by rethinking the points already stated that they know. It is in the mastery of the third point that the teacher and recitation are necessary. Of themselves the pupils will be unable to see the full round of causes and effects. If the pupils unaided could master this point as well as the first two then is there no need for a recitation as far as knowledge is concerned. In working out this point those things which led to a calling of this Congress can be given quite fully, but in treating the results of it there will be difficulty. These pupils have seen so few events later than 1765 that the main work must be to forecast what would seem to be its legitimate effects upon the three ideas,—recognition of English authority; tendency toward the supremacy of local colonial government, (each colony a little independent nation); and the half conscious growth in the idea of a central government of their own. The most they can do from the standpoint of effect is to see that the Stamp Act was repealed only a few months later, and the Revolution, embodying their old principle of 1765 occurred. These may be all the facts they have at present, showing some little of the influence of this Congress. Their work must be to forecast the effects in the different lines mentioned and as they move forward, see if their "forecasts" were right. Where they find they have made mistakes in looking forward, they should seek the conditions which they could not foresee that had made the result other than they had expected. It would be interesting to stop here and see what valuable tendencies such a treatment of the effect side of an event has upon the pupil. That is one of our great fail-

ings—to see exactly what must be the outcome of any existing plan or measure, no matter whether social, religious, commercial, educational or political. We are not trained to look on all sides and see the real value of a deed.

But there is still one further purpose for the teacher to achieve in the recitation and probably of all his work, and this is the most difficult. He started out with the purpose of making his pupils *live* the Stamp Act Congress. Has he done so? Nothing to that effect was hinted in the assignment. The fact is that it could not be assigned. It is a subtle something that one teacher may succeed in reaching with apparently little effort, while another may try never so hard and fail utterly. It may be all in the peculiar manner of conducting the recitation. There may be a chance question or illustration, or probably from a something in the teacher the class catches an enthusiasm and is carried back to the stirring times of the anti-Revolutionary days. Whatever kind of stroke it may be, it lies deep in the individuality of the teacher. Each will have to seek for himself this wonderful art of making his pupils find themselves in the life and thought of others, no matter how far removed in space or time. Emerson puts it well—"When a thought of Plato becomes a thought to me, when a truth that fired the soul of Pindar fires mine, time is no more. When I feel that we two meet in a perception, that our two souls are tinged with the same hue, and do as it were, run into one why should I measure degrees of latitude, why should I count Egyptian years?"

GAMES OF BOYHOOD.

While during the previous period of childhood the aim of play consisted in *activity* as such, its aim lies now in a *definite, conscious purpose*; it seeks *representation* as such

or the thing to be represented in the activity. This character is developed more and more in the free boyish games as the boys advance in age. This is observable even with all games of running, boxing, wrestling, with ball-games, racing, games of hunting, of war, etc.

It is the sense of sure and reliable power, the sense of its increase, both as an individual and as a member of the group that fills the boy with the all-pervading jubilant joy during these games; intellectual and moral power, too, is definitely and steadily gained and brought under control. Indeed, a comparison of the relative gains of the mental and physical phases would scarcely yield the palm to the body. Justice, moderation, self-control, truthfulness, loyalty, brotherly love, and, again, strict impartiality—who when he approaches a group of boys engaged in such games, could fail to catch the fragrance of these delicious blossomings of the heart and mind and of a firm will; not to mention the beautiful, though perhaps less fragrant, blossoms of courage, perseverance, resolution, prudence, together with the severe elimination of indolent indulgence? Whoever would inhale a fresh, quickening breath of life should visit the play-ground of such boys. Flowers of still more delicate fragrance bloom, and the spirited, free boy spares them as the spirited horse spares the child that lies in the path of its dashing career. These delicate blossoms resembling the violet and anemone, are forbearance, consideration, sympathy and encouragement for the weaker, younger and more delicate; fairness to those who are as yet unfamiliar with the game.

Would that all who, in the education of boys, barely tolerate the play-ground, might consider these things! There are, indeed, many harsh words and rude deeds but the sense of power must needs precede its cultivation. Keen, clear and penetrating are the boys' eyes and sense

in the recognition of inner meaning; keen and decided, therefore, even harsh and severe, is his judgment of those who are his equals, or who claim equality with him in judgment and power.

Every town should have its common play-ground for the boys. Glorious results would come from this from the entire community. For at this period, games, whenever it is feasible, are common, and thus develop the feeling and desire for community, and the law and requirement of community.—*Fræbel's Education of Man.*

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

“Look up and not down
Look forward and not back
Look out and not in;
Lend a hand.”

IN THE CHILDREN'S BUILDING.—CONTINUED.

“Life seems crowding because it holds so much that it would teach” is strikingly illustrated to the visitor in the White City. To the thoughtful teacher the Children's building alone is such an inspiring object lesson that to study it only would be worth a trip to Chicago. Elsewhere are the statistics, photographs of school houses, and examination records; here are the children themselves at work and at play. For those who have eyes to see, the spirit of the new education and many of its achievements are clearly shown. The invisible presence of Pestalozzi and Froebel seem to pervade the place.

“To hold much one must condense much, the human capacity is so small a thing,” so here in one building is condensed the thought of ages regarding the education of children. It is the place to see what one has read about.

We have read of the creche or nursery and its benef-

cent work in large cities. Here is a creche transplanted for a time from Buffalo. The principal reason for its being here is to make the public acquainted with its philanthropic work, so that every city and large town may have such nurseries. For the creche reaches still farther than the free kindergarten in its care of children. It takes charge of babies whose mothers for one reason or another need to be away from home. Instead of being left with an older brother or sister during the mother's absence, the baby is taken to the creche where it is properly cared for and the older child is free to attend the kindergarten or school.

The creche is also a training school for nurse maids, just as the free kindergarten is a training school for kindergartners. The maids in training study certain books, attend a course of lectures, and, under the supervision of the matron and a head nurse, put what they have learned into practice in the nursery. At the end of a prescribed time, if they give satisfactory evidence of thoroughness, they receive a diploma which certifies that they have prepared themselves to care for infants and young children, just as the kindergartner's and teacher's diplomas are proof of special preparation to teach older children. Creche is a French word meaning manger, referring to the manger where the Christ-child lay, just as kindergarten means child garden.

Close to the creche in the Children's Building is the kindergarten where the conditions of the next stage of child-life are met. In cities where generous, wise philanthropy provides the creche and free kindergarten no little children, no matter how poor their parents may be, need to wander neglected, absorbing evil in the streets, because from infancy to youth through creche, kindergarten and public school a haven is free to them.

Another feature of the Children's Building is the

Kitchen Garden. Here little girls study housework by methods as thorough and effective as those used in teaching reading and writing. What could be more delightful for a class of little girls than to learn to wash clothes by actually going through the whole performance, from sorting the soiled clothes to hanging them on the line, dolls' clothes, toy tubs, wash-boards and clothes-pins being used! In like manner they are taught to sweep and dust, and cook certain simple dishes.

A constant stream of visitors to another room proves the interest felt in teaching deaf mutes to speak. Teachers who think it hard to hold the attention of the first primary pupils, should sit for an hour and watch the teaching of the deaf children. If it seems difficult to teach little children who have full possession of their five senses, in a school room where distractions are reduced to the minimum, it seems marvelous that lessons can go on with eager, restless little prisoners of silence, in a room where visitors are constantly coming and going.

But seeing is believing and one longs to seize upon the secret of the wonderful control which the teachers have under such trying circumstances. It must be that their own interest, which amounts to absorption in the lesson, acts as a kind of magnetism to draw out and hold the children's attention.

One sees a half circle of little children sitting in little chairs in front of the teacher. Perhaps the lesson is a review and she holds up in succession a number of toys, as a rake, a spade, a cart and so on. The class pronounce the names in concert, then individuals come to her side and select and pronounce the names of different toys. If the name is not correctly spoken, the teacher repeats it slowly several times with the child's hand pressed lightly under her chin, just touching her throat, so that

the vibrations of the larynx may be felt. Then the child's hand is pressed in the same manner to its own throat and it tries to produce the same vibrations, as well as motion of the lips. A casual visitor would fail to notice that the children were deaf, for the teachers speak in an ordinary tone with few gestures. The children have to remain at the school all the time, though parents and friends may visit them at any time. They cannot be allowed long vacations before they have thoroughly learned to talk because they would forget so much.

Physical development is so important to children that the gymnasium has a conspicuous place in the Children's Building. It is free to all children on the simple condition that they obey the director. Many of the exercises he gives the children from day to day may be modified and transplanted to our school rooms.

From the gymnasium on the first floor to the roof-garden, the Children's Building seems a child's paradise. Everything was planned to make them happy and yet—some of the babies cry in their snowy cribs, and toddlers break their toys, some at the kindergarten tables fret to be on the roof and discontent slips even into the gymnasium. When will children appreciate their privileges? Perhaps when fathers and mothers and teachers set them a better example, for we are but children of a larger growth and

"So we yearn and so we sigh,
And long for more than we can see,
And heedless of our folded wings,
Walk paradise unconsciously."

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of the Indiana Young People.]

BLOCKS.

In almost every well regulated primary school now-a-days will be found a large number of small cubical

blocks, of uniform color and size. These are used in teaching primary numbers to beginners. Why are they of uniform color and size? Is there a pedagogical reason for this? If there is, the teacher should know it, for the more intelligent he is in regard to the material and process he uses, the better teacher will he become as he practices.

Every teacher who has thought number carefully knows that our first idea of number must come from objects. Number, then, is an attribute of an object, just as color is. Now if we wish the child to center his attention on one attribute, we must show him that one only. So if our blocks are of uniform color and size, and have no other striking attribute made prominent, the child will be impressed with the *quantity* of them. He sees these other attributes, to be sure, and he should see them in order to be able to think quantity. They are all alike and he instinctively says, "How many?" If part were bright red, part blue, some $\frac{3}{4}$ inch, some 1 inch, and some 2 inch-cubes, he would say, "See the small red ones!" or "see those large blue ones!" So, *at first*, we wish to have them of uniform color and size. We count by the likeness and not by the difference in things. We think the differences away and hold in mind the likeness as we count. Here are a cat, a dog and a horse. Before we begin to count we think of how they are all alike. They are all animals. Then we can say one animal, two animals, three animals. Or we might say one cat, one dog and one horse are three animals. It takes more power to think these different attributes and then drop them out of thought. So we do not wish to present them to the beginner at first. When the child can count these blocks of uniform color, size, shape, etc., with readiness and accuracy, he is then ready for this higher

stage of work. So we shall need many sizes, shapes, colors, etc., of objects.

As the pupil counts these blocks of uniform attributes he is getting individual notions of number; but he needs to get general notions, i. e., he needs to know that the number three may be applied to any objects in the world. Hence we need a great variety of objects after the first stage of number work.

Judging by what one might see in some schools, he would think that the chief end of primary number work is to enable the pupil to count blocks. But we are all ready to say that in the number work with these blocks, (so uniform that it becomes almost monotonous to look at them) it is the business of the teacher to put into activity every mind-power of the pupil. He must appeal to the intellect, arouse the feeling and stimulate the will. "What!" says one, "can you arouse the sensibilities with arithmetic?" Certainly. *You* can do it. Try it. The writer once heard of a boy who *yelled* right in school because he felt so good over getting the answer to a very difficult problem. We have seen children so interested working with these unattractive blocks that they would scarcely notice a stranger entering the room and walking to the table where they were working. They had a teacher *living with* them though. Her life touched theirs. They *felt* it. She was *with* them but *lifting* them up constantly. To teach little children one must see them as they are—must become a child for the time; and yet remain a man or woman.

COMBINATIONS.

In the process of adding by means of figures much depends upon the memory of forms if rapidity and accuracy are required. Any one can hear a pupil add and tell when he gets the right answer. If it is wrong it is easy

to tell him to add it again or call on the next pupil who is rapid and accurate. He is almost certain to get the correct result. He does so which disposes of that problem which leaves one less to add in that recitation. This would be all right if the purpose were to get the correct answer to this set of examples; but this should not be the purpose of the recitation. The immediate purpose should be to teach the pupils to add. Adding is a mental process. A teacher should know what the process is. Let him observe his own mind as he adds and determine what he himself does when he adds a column of figures, *e. g.*, 2, 2, 3, 7, 3, 7. At first we must perceive a figure 2; and without stopping to think how much it means, we perceive another one. Remembering that we are adding, these two suggest the figure 4. Dropping the 2's and holding in mind the figure 4, we perceive the figure 3. These two suggest the figure 7. Holding this and perceiving another figure 7 to be combined with it which instantly suggests a number ending in 4. Knowing and recalling the fact that two 7's are less than 10, we immediately think 14. Remembering that this expression ends in 4 and seeing the next figure is 3 we immediately think of a number ending in 7. It must be less than 20 and more than 7, so we instantly think of 17. Here our expression ends in 7. We have a 7 to combine with it. 7 and 7 always give a number whose expression ends in 4. Our number must be more than 20 and less than 30, so it is 24. Of course the process is a very quick one, after one has mastered it.

Now, when a teacher knows what the process is—knows the mental steps in it—he is better able to ascertain in what steps the pupil is weak, and, of course, is better able to help him to master this step and finally the process. Instead of saying "next," when a pupil fails, the teacher will ask a question or make a sugges-

tion that will center the pupil's strength on the point he missed. Suppose the pupil should add the foregoing as follows: "Two, four, seven, fourteen, sixteen." Just here the teacher would say, "What does fourteen end in?" P.—4. "What had you to add?" P.—3. "4 and 3 always give what for an ending?" P.—7. The pupil then proceeds: "Seventeen, twenty-three—" Here he is stopped again. Teacher says, "7 and 7?" P.—Oh, 4. He then says twenty-four.

"Yes," we hear some one say, "but suppose the pupil does not know these combinations?" Then he must learn them. He should know that $4 + 3$ is 7, as readily as he knows that c-a-t means cat. There are not many of these combinations. A few minutes practice each day will enable almost any pupil to master them in one term of school. Here they are. Those in the first column give numbers whose expression ends in figure 1; second, number whose expression ends in 2; third, 3 and so on.

1	2	3	4	5	6	7	8	9	0
$1+0$	$1+1$	$0+3$	$0+4$	$0+5$	$0+6$	$0+7$	$0+8$	$0+9$	$0+0$
$2+9$	$2+0$	$1+2$	$1+3$	$1+4$	$1+5$	$1+6$	$1+7$	$1+8$	$1+9$
$3+8$	$3+9$	$4+9$	$2+2$	$2+3$	$2+4$	$2+5$	$2+6$	$2+7$	$2+8$
$4+7$	$4+8$	$5+8$	$5+9$	$6+9$	$3+3$	$3+4$	$3+5$	$3+6$	$3+7$
$5+6$	$5+7$	$6+7$	$6+8$	$7+8$	$7+9$	$8+9$	$4+4$	$4+5$	$4+6$
	$6+6$		$7+7$		$8+8$		$9+9$		$5+5$

There are 55 in all. Do not give them all at once. Give a few and make many examples that involve only the combinations taught. Keep up the plan till all are learned. Children will then add as fast as they can talk. They will learn to add faster than they can talk by practicing on giving instantaneous answers to groups. Take the following:

2	6	6	8	9	6	7
9	8	3	4	3	4	8
5	7	9	8	7	3	9

Place these on a board where they can be readily seen

by the class. With the pointer touch the group they are to add instantly. Sometimes much interest is created by having the class divide as in a spelling match. Have two stand—one from each side. The teacher touches a group. The pupil who gives the correct answer first puts the other pupil down. Another from the same side takes his place. This performance is repeated until all on one side have been put down.

Groups of four figures may be used when they have mastered groups of three.

5	7	8	5	7	6	4	7
4	8	8	5	5	5	8	9
9	9	4	7	3	4	6	8
5	6	5	8	9	7	6	8

The teacher who works out a matter of this kind will see many things to do that will arouse the mental activity of the pupils. The same ideas may be carried into subtraction, multiplication and division. Long division may be so graded as to the difficulties that pupils will take great interest in mastering them.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

EDUCATION AND FREEDOM.

The most potent word in the teacher's profession is that of freedom. Education as a condition is freedom; as a process it is a movement toward freedom,

Man's whole life is an effort to realize three kinds of freedom—physical, civil and rational. This gives rise to the three corresponding phases of state life—the industrial state, the rural state and the cultural state.

Rational freedom—soul freedom—is the end of education, the other two being means thereto. It is not the purpose to discuss soul-freedom further than to give

some simple suggestions and illustrations hinting at its meaning.

The life of the soul is a conscious effort to push back its limitations—a sense of bondage and a reaction against the bondage. This truth is well expressed by Holmes in the figure of the Chambered Nautilus. It has a life within a shell, which it continually enlarges till the shell is thrown off. This sense of limitation with the desire to remove it is the fundamental fact of life and the basis of education.

At first the soul's activity is limited to the area of the body. Its first effort is to extend its activity beyond the body. This is done by means of the senses. The senses, in their ascending order, give to the soul larger and larger spheres in which to move. The muscular sense requires immediate contact with the external object; the soul's sphere of activity is large enough to include only the object in touch with the body. And, too, there must be effort to become aware of the object; the object is passive, while the observer is active. But it should be noted that this sense reveals the most fundamental attribute of an object resistance, the ultimate test of reality.

In the next higher sense, the tactile sense, the observer is not in such close connection with the object, and he is relieved from conscious effort in extending the activity of the soul to the object; the soul has more freedom of life beyond its body. In muscular sense the soul used organs throughout the body, while in tactile sensations the soul uses only the surface of the body, thus freeing itself to that extent from the body as its immediate instrument.

In taste the observer is still more free from the object, contact being less close as the object is in a state of dissolution. The observer is less active than in the exer-

cise of either of the senses, but the object is more active. Further, the soul uses an extremely limited portion of the body, taste being confined to the mouth, while the sense of touch extends over its surface, and muscular sense throughout the interior of the body.

In smell, we have the first sense in which the soul acts on an object not in contact with the observer. Yet in this case emanations of its substance come in contact with the organ. Smell brings into consciousness objects lying any where in a sphere extending to considerable distance beyond the observer. Again, less effort is required of the observer but the object is more active than in taste. The organ is more highly specialized. The mouth has two other uses besides that of tasting, while the nose has but one other use than that of smelling.

In hearing, the sphere of objects to which the soul extends its activities and of which it becomes conscious, is still further enlarged, extending for miles beyond the observer. The observer is still less active than before, while the object is more active, the body observed being in rapid vibration. There is no emanation from the body as is the case with smell; but the object lies completely beyond the bodily organism. Again, the organ is more highly specialized—completely specialized, in fact, as the ear has but one function. Again, too, the soul uses a less portion of the nervous organism, suggesting its growth in activity independent of its body.

In sight, the sphere of objects brought into consciousness is wonderfully enlarged beyond the preceding. The observer makes less effort, but the body observed is in greater agitation than in the preceding. The organ is completely differentiated as before but has added the power of motion.

In moving upward in the sense scale, the spheres of the world lying beyond the observer is constantly in-

creasing; and this means that the conscious self is constantly being enlarged to the same extent. The soul pushes back its limitations wider and still wider, by the increasing power of the senses to grasp remote objects. Of course, this crude figure does not express the whole truth, for there is the power of each sense over the preceding to make accurate discriminations among objects; and within the sphere of each sense, there is a wide range of power in discriminating attributes proper to that sense. For instance, the eye discerns the color green, but without training it does not discriminate the various shades of green. To train the senses is not only to give them extent of reach outward from the observer but to give them wide range of discriminations which the sphere encompasses.

I intend this rough sketch only to suggest what is meant by soul freedom. This method of arriving at an idea of freedom should be pushed through all the faculties, as may be done in the next.

A GUIDE TO THE STUDY OF LITERATURE.

We are now giving our attention to the sources of beauty in the language of discourse and have already (in the two preceding numbers of the JOURNAL) suggested the sources of pleasure to the senses, memory and the picturing imagination. There are two kinds of imagination: the picturing, and the intuitive or penetrative. The highest source of æsthetic pleasure is in this faculty. While the picturing imagination presents us with beautiful objects as such, the intuitive, or creative imagination, penetrates such objects to their spiritual import—transforms the individual object presented by the picturing imagination into a universal spiritual signification. The exercise of this faculty gives rise to fig-

ures of comparison, the most prominent source of pleasure in literary discourse. The picturing imagination gives rise to figures of association—synecdoche and metonymy—and the pleasure is awakened in having a concrete, specific and beautiful object instead of the abstract object of the judgment. These figures are based on the law of association of ideas; and hence they express no creative act of the mind. When Lowell says that "he gives but worthless gold who gives from a sense of duty," gold is so constantly associated with value that when the idea gold is in mind the idea of value appears also; and there is the gain of the definite and beautiful object gold instead of the vague and colorless idea of value. Now in figures of comparison the activity of the imagination is not based upon accustomed association of things; but out of the mind's own creative power it puts a new and unusual meaning into the object considered; it transforms the individual objects of the material world into spiritual types of universal signification. In fact, figures of comparison are the very essence of literature, for literature presents the spiritual world in the form of the concrete world of individuals.

When Whittier says: "Melt not in an acid sect the Christian pearl of charity," the conception was not suggested by the previous literal association of acid and sect, or pearl and charity. The mind is not accustomed to associate acid and sectarianism, nor pearls and charity; but the creative imagination perceives one in the other, although it is contrary to the literal associative acts of the judgment. The nature of the figures of comparison suggests what points to make in studying them.

The first step is to get clearly before the mind the two objects constituting the figure—the form and the idea

which the form expresses. To speak in a figure is to give an idea a concrete form—figure meaning form. Sectarianism is given the form of an acid; charity that of a pearl. When Longfellow says: "Ah! if our souls but poise and swing, like the compass in its brazen ring" etc., he puts the soul in the form of a compass—speaks figuratively, therefore. It is quite important in the study of a figure of comparison that the two objects be clearly set side by side. You will recall the fact that this is the first step in presenting the literary selection as a whole.

The second step is to show that the object supplied by imagination is a contradiction to the other object which is required by the judgment. Two objects brought into the same conception do not form a figure; the imagination in supplying its objects most oppose the ordinary, categorical movement of thought. Sectarianism is so different from an acid that the judgment is not accustomed to identify them; so with pearl and charity. Holmes speaks of friendship as being the tire of a wheel put on in fire and tightened by cooling—the years of youth and age cool it, making it tighter. The mind is not accustomed to identify a tire and friendship; and the judgment is challenged to contradict the reckless work of the imagination in taking one of the objects to be the other. There can be no figure of comparison, nor of any kind, for that matter, without this contradiction between the object presented by the imagination and that required by the judgment. The perception of this contradiction is necessary to a full appreciation of the figure.

The third step is that of showing the point of identity amidst the obtrusive differences. This point is not that of direct resemblance, but an identity of relations. Acid destroys pearls; sects destroy charity. Or acid:pearls::sects:charity; or acids bear the same relation to pearls as

sects do to charity. Destroying = destroying. The two objects, acids and sects, are identical in their relations to some objects. The tire of a wheel is identical with friendship in the point of binding together; and, as Holmes puts it, both are put on in heat—the heat of fire and that of youth—and both contract and bind more closely when the heat expires.

The first step in the explanation requires the pupil to bring definitely the two objects before and to confront one with the other; the second step makes him conscious of the apparent contradiction between the two objects, and the third solves the contradiction by bringing to view the hidden identity to which the imagination penetrates and which it seizes upon. A fourth step may be desired to bring out the distinctions among the various figures of comparison—simile, metaphor, allegory and their varieties. See rhetorics.

FOR OPENING EXERCISES.

SUBJECT: 1—DO NOT BE TOO PROUD TO ASK QUESTIONS.

Mr. Charles Dudley Warner, the famous writer, once wrote the following story:

"If I owned a girl who had no desire to learn anything, I would swap her for a boy. If the boy did not desire to learn, I would trade him off for a violin or Rockwood vase. You could get something out of the violin and you could put something into the vase. The most useless of things is that into which you can put nothing and from which you can get nothing. The boy or girl who has no wish to know anything is the one and becomes the other."

The boy who doesn't care what other people think of him, or whether he amounts to anything or not, is in a very bad way, indeed. In the first place it shows a lack of pride. Now there are two kinds of pride—the true and the false. False pride is that which makes a boy ashamed to carry the market basket for his mother; ashamed to wear old clothes when his father can't afford him any better; ashamed to say "No" when he ought; ashamed to ask questions that he ought to know about, but doesn't. A boy who is all that is very likely to argue "what's the use," when he is advised to stick to his studies, to be thorough in his work and conscientious in his dealings.

There was once a little boy who became interested in earthquakes,

and he asked everybody questions on the subject of earthquakes, until he was old enough to read about them himself. Then he became so interested in the subject that he began to study the cause of the disturbances; from that he went into the study of electricity, and began to study machines, and learned to put up electric bells and wires. Before he was old enough to go to high school, he was able to earn a lot of money doing these things and had several men working under his direction. That boy was too proud to go through life without learning something of the world he lived in. The golden rule that should guide a boy through life is, "whatever you do, do it well."

SUBJECT: 2—PUNCTUALITY.

"I want to impress upon you boys the necessity of punctuality. If you engage to do anything at a certain day or hour, do not fail to do it. And if you find you cannot, notify the persons you have promised, so that they will not be disappointed. I regard punctuality as one, if not the very cardinal rule of a successful business career. In the store or shop, be promptly on hand the moment you are expected to be there, and do not hurry off in the evening before the proper time. Boys who work by the clock are soon found out, and are not generally in demand when promotions are to be made and salaries increased.

"Cyrus W. Field once told me that he considered half of his success in life to be due to his punctuality. He was always at his office at the very minute each morning, and if he made an appointment to talk business to a man, he never failed to keep it.

"I have made thousands upon thousands of dollars by being on hand at the right minute, and I consider punctuality as strong a point in a business man's favor, as—well, it is second only to honesty."

"Once that your employer understands that you are faithful in getting to work at the hour he has engaged you to begin, he will have more confidence in you, and your chances of promotion will be far better than those of the boy who sneaks in a half-hour late each morning, with some poor excuse for his tardiness."

SUBJECT: 3—THE SECRET OF SUCCESS.

"Yes," said, years ago, David Maydole, the well-known hammer maker, "I have made hammers in this little village, my native home, for twenty-eight years."

"Well, then," said the late James Parton, historian and lecturer, shouting into the best ear of the very deaf old gentleman, "by this time you ought to make a pretty good hammer."

"No, I can't," was the reply. "I can't make a pretty good hammer. I make the best hammer that's made. My only care is to make a perfect hammer. I make just as many of them as people want and no more, and I sell them at a fair price. If people don't want to pay me what they're worth, they're welcome to buy cheaper ones somewhere else. My wants are few and I am ready at any time to go back to my blacksmith's shop. That's where I worked forty years ago before I thought of making hammers. Then I had a boy to blow my bellows,

now I have a hundred and fifteen men. Do you see them over there watching the hammers cook over the charcoal furnace, as your cook, if she knows what she is about, watches chops broiling. Each of my hammers is hammered out of a piece of iron and is tempered under the inspection of an experienced man. Every handle is seasoned three years or until there is no shrink left in it. Once I thought I could use machinery in manufacturing them, now I know that a perfect tool can't be made by machinery, and every bit of the work is done by hand. I've had head carpenters think I ought to make their hammers a little better than the ones I made for their men. I say to 'em all, I can't make any better ones. When I make a thing, I make it as well as I can, no matter whom its for."

Mr. Parton, from whose sketch of Mr. Maydole the above is adapted, says that in telling the story of this one captain of industry, he has told thousands of stories. Take the word "hammer" out of it and put "glue" in its place and you have the history of Peter Cooper. Let any student of science and technology aim to have this story be true of his work and he will make of himself a man who will represent the ideal of the department.—*Wisconsin Journal of Education*.

SUBJECT: 4—"TRUE HEROISM."

During the intensely cold weather of last January, a party of boys were skating and coasting on the Schuylkill, at the point where it divides the city of Philadelphia in two.

One, a poor lad of sixteen years, named John Hagan, had a large sled which was the envy of all the other boys. He lent it to one party after another and sat on the bank watching them with good-humored satisfaction, while they coasted down the bank and almost across the river. At last, as evening was gathering, he rose to go home, but the boys pleaded for one coast more.

Ten of them crowded upon the huge sled. It dashed down the bank and out upon the frozen river. There was a sharp crack, a shriek that rent the air, and a huge black gap appeared in the white sheet of ice, on which a struggling mass was seen dimly for a moment. Then it disappeared in the dark, rushing current.

The crowd of skaters and spectators on the bank stood paralyzed with terror. Only John Hagan kept his senses. He plunged into the swift flood, groped under the ice for the drowning boys, and dragged them one by one to the edge of the hole, where men now stood ready to receive them. At last, when nine had thus been rescued, Hagan himself was taken out insensible and carried to his home.

"Did I get them all?" were his first words when he was restored to consciousness. No one told him until the next day, when he was quite out of danger, that one little fellow was lost.—*Youth's Companion*.

SUBJECT: 5—THINK BEFORE YOU SPEAK.

Every time you are tempted to say an ungentle word or write an unkind line or say a mean, ungracious thing about anybody, just stop; look ahead twenty-five years and think how it may come back to you.

Let me tell you how I write mean letters and bitter editorials. Sometimes when a man has pitched into me and "cut me up rough," and I want to pulverize him and wear his gory scalp on my girdle, and hang his hide on my fence, I write a letter or editorial that is to do the business. I write something that will drive sleep from his eyes and peace from his soul for six weeks. Oh, I do hold him over a slow fire and roast him! Gall and aquafortis drip from my blistering pen. Then I don't mail the letter, and I don't print the editorial. There's always plenty of time to crucify a man. The vilest criminal is entitled to a little reprieve. I put the manuscript away in the drawer. Next day I look at it. The ink is cold; I read it over and say, "I don't know about this. There is a good deal of bludgeon and bowie-knife journalism in that. I'll hold it over a day longer." The next day I read it again. I laugh and say, "Pshaw!" and I can feel my cheeks getting a little hot. The fact is, I am ashamed I ever wrote it, and I hope that nobody has seen it, and I have half forgotten the article or letter that filled my soul with rage. I haven't hurt anybody and the world goes right along, making twenty-four hours a day as usual, and I am all the happier.

Try it, my boy. Put off your bitter remarks until to-morrow. Then when you try to say them deliberately, you will find that you have forgotten them, and ten years later, ah! how glad you will be that you did! Be good-natured, my boy. Be loving and gentle with the world, and you will be amazed to see how dearly and tenderly the worried, tired, vexed, harassed old world loves you.—R. J. Burdette.

EDITORIAL.

THE *Indiana Journal for Indiana teachers*.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE INSTITUTES, with a single exception, close this year, September 8.. This is the first year in the history of institutes that some counties have not held their institutes at the holidays. Formerly, many of the institutes were held in the fall and early winter, but by degrees changes have been made until now all but one come in the summer vacation.

PATRIOTISM is a word that is used with a good deal of vagueness, and when its true meaning is comprehended there is little thought as to how it can be best made a living sentiment in the hearts and lives of the rising generation. The subject is of vital importance and should

be carefully studied. Each teacher should get clearly in mind what he means by "patriotism" and then he should make as careful a study of how it can best be taught, as though the subject were grammar or history or any other important branch of school work. Col. George T. Balch, 33 East 22nd St., New York City, furnishes excellent helps in this line.

A CRITICISM.—We have before us a criticism on a thought expressed in one of the "departments" of last month's issue. The criticism is not definite and the specific thing that is wrong is not pointed out and as the writer does not give his name, we cannot write him for particulars.

We wish to say here, however, that we do not stand responsible for all the views expressed by our department editors. On the other hand, when the editor or his associates express views that are not acceptable to the readers of the JOURNAL, any one has a right to criticise and to controvert any point made, *providing always* that it is done in courteous language. The JOURNAL is open to a free discussion of any educational topic so long as it can give the space.

THE FIRST DAY OF SCHOOL.

Too much importance cannot be attached to the "first day" of school. This is especially true when the teacher is a stranger. The old saying "well begun is half done" holds good in school work. First impressions are deepest and last longest is characteristic of human nature and especially of child nature.

If a teacher unfortunately makes a bad impression the first time he meets his school he will have to work skillfully for weeks and months to put himself in position to exercise the influence every teacher should exercise. Let the first day's work be carefully planned in all its details. Let the teacher learn everything he can about the organization of the school—the number and advancement of the classes, the order of recitations etc., and then let him begin as nearly as possible in accordance with the old program, making changes as experience may dictate. The first morning is the teacher's grand opportunity to assert his dignity and good manners—"Politeness costs nothing and buys everything." If the new teacher greets each child with a smile and a bright "Good morning," if he takes the pains to say "You're welcome," or begs pardon if guilty of any unintentional courtesy, he has not only put himself in friendly relations with himself, so that there will be fewer regretful thoughts at the close of the day, but he has developed a feeling of pride and dignity in the pupils themselves, that will go a long way in their future relations. Try it.

After short opening exercises that have been carefully prepared and a few words of greeting, the first thing, and the all important thing, is to give every one something to do. Assign work first to all the classes and afterward locate new students and still later enroll names. In assigning new pupils do not make extensive examinations, but after a

few questions assign temporarily with the understanding that it may be necessary to make changes.

A good impression made on the first morning will be a help that can not be easily over-estimated.

THE TROUBLE AT THE STATE NORMAL.

The JOURNAL is glad to note that steps are being taken to reach a mutual understanding in regard to the recent troubles at the State Normal School.

The students were directed in most that they did by a committee of fifteen and at the close of school left the whole matter in the hands of this committee. The following circular which has been sent to all the members of the Senior and Junior class is self-explanatory:

The "Committee of Fifteen," Indiana State Normal School, knowing that certain rumors are current over the State which places them in a false light before the public, take this means of correcting any wrong impressions that may have been made, and placing themselves in a proper attitude before the school authorities and the public.

FIRST—We have from the beginning of the recent controversy advised against hasty and improper conduct on the part of the students. The hissing of President Parsons and similar acts of disrespect to legally constituted authority have been condemned by us in unmistakable terms. Such conduct we have at all times thought out of harmony with the spirit of our movement and directly against the interests of our cause.

SECOND—We desire to restate that we concede to the Board of Trustees the legal and moral right to employ and remove teachers and to investigate the work of the various departments taking such action from time to time as to them seems necessary for the best interests of school. That the Board has the right to do these things we have never questioned.

In requesting the Board to give their reasons for the removal of Prof. Tompkins, we did not mean to question their authority, or to dictate their policy, though our language seemed to imply it. We only hoped by this means to bring certain things to light which we felt sure were not known to the Board at the time the action was taken.

Thus, once for all, we declare untrue the charge that we were in rebellion against authority and at enmity with the school. From the beginning the good of the latter has been our inspiring thought.

This is certainly a commendable step and should be signed by every student. This being done the Board and the public will certainly exonerate the students from intentional wrong. Taking this step, not on condition that "certificates" be granted to the class of '93 or that the class of '94 be re-admitted without signing, but simply for the purpose of putting themselves right indicates a high sense of honor.

Still further, the Board of Trustees at a meeting held Aug. 12, decided that they would not require old students, including the Juniors, to sign any paper or document as a condition of re-admission to the school. A circular to this effect has been sent to all the old students. This action was taken independent of the above circular from the Committee of Fifteen and the Board deserves credit for it. It has put aside personal considerations and looked solely to the public weal.

The JOURNAL sincerely hopes that the Board will yet see that the

Senior class has not intentionally done anything that justifies the further withholding of their certificates. It is certainly true that the class, as a class, was conservative and used its influence to restrain rash and improper conduct on the part of excited students. The sooner the whole matter can be amicably adjusted the better it will be for the school and the public.

SARAH T. BOLTON.

The death of Mrs. Sarah T. Bolton, Aug. 4, removes from Indiana literature one of the names that have given it character and reputation. Born about 1813, dying in 1893, her life has been identified with most of the nineteenth century. Her birthplace was in Kentucky but her parents removed to Indiana when she was only an infant, so that she is essentially an Indiana woman and as Hoosiers we have a right to claim her and be proud of her. Her early life was spent in Jennings County when that part of the state was almost an unbroken forest. Her reputation as a school girl comes to us as that of "the brightest girl in the school." In 1826, when only fourteen years old, she published her first poem. Before she was sixteen she had written a novel. This, however, was never printed. Mrs. Bolton is the author of many songs that have been popular, among them we note one that still retains its popularity to a large extent. Its sentiment, finding, as it does a ready response in the hearts of all, will always make it a favorite. This is the first stanza:

Voyager upon life's wave,
To yourself be true
And where'er your lot may be
Paddle your own canoe.
Never though the winds may rave,
Falter nor look back;
But upon the darkest wave
Leave a shining track."

In the volume of poems selected by William Cullen Bryant as worthy of lasting remembrance we find Mrs. Bolton's "Left on the Battle-field." One of Mrs. Bolton's poems that has gone into every school house, perhaps, in the state was published in this JOURNAL in issue for January, 1892. It finds an answering echo in each loyal heart, and state love and state pride glow at the recital of the sentiment:

"The winds of heaven never fanned,
The circling sunlight never spanned
A fairer or a better land
Than our own Indiana."

The poetic sense remained with her even to the last moments of her life. Feeling the end was near, she asked to be turned with her face to the west, that she might see the setting sun. Being placed in the position she desired, she said gently, "The sun sinks to rest and so do I." With respect to this sense of the fitting her friends bore her to her last resting place at the close of the day, and as the sun again disappeared, she was laid to her final rest.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN JULY.

READING.—The blue sky now turned more softly gray; the great watch-stars shut up their holy eyes; the east began to kindle. Faint streaks of purple soon blushed along the sky; the whole celestial concave was filled with the inflowing tides of the morning light, which came pouring down from above in one great ocean of radiance; till at length, as we reached the Blue Hills, a flash of purple fire blazed out from above the horizon, and turned the dewy tear drops of flower and leaf into rubies and diamonds. In a few seconds the everlasting gates of the morning were thrown wide open, and the lord of day, arrayed in glories too severe for the eye of man, began his state.—*Everett.*

1. In what does the beauty of this paragraph consist? 15
2. How are the words kindle, blushed, ocean, tear drops and gates used in this connection? 15
3. Give a short account of Edward Everett and his work. 20
4. What style of composition does this selection fall under? 10
5. What directions would you give your pupils on the subject of inflections in reading? 15
6. What is the value of having a class drill on sounds of letters, or the pronunciation of difficult sentences, before beginning the reading lesson? 10
7. Name one difficulty which you have encountered in teaching reading and give the plan by which you overcame it. 15

SCIENCE OF EDUCATION.—1. In marking examination papers in arithmetic some superintendents give credit on a problem only when the method of solution and the answer are both correct; others give credit for a method when that is correct but some error is made in figures; while still others give credit for correct answers without reference to method. Argue each of these cases pro and con.

2. What processes in instruction tend to unify a class and secure the attention of all?
3. What distinction do you make between a method and a device?
4. Draw a clear distinction between the memory and the imagination as powers of the mind?
5. In the teaching of history why would you use geographical maps? Why teach the time of an event? Why its cause?

PHYSIOLOGY.—1. What is an epithelial tissue? Where are epithelia found and how do they differ in different localities?

2. Do you know of any animal in which the same cell performs the function of a nerve and also of a muscle? Where can you procure this animal?
3. During the development of a higher animal it always passes through stages resembling lower animals. Why is this so?
4. Show in diagrams in how many ways the foot may be used as a lever.
5. What is osmosis? Of what use is it in the body?

6. Describe the various types of glands.
7. What is the best way of disposing of all refuse matter to prevent the breeding of injurious bacteria?

UNITED STATES HISTORY.—1. Give a brief account of the expedition of Ponce de Leon. What did he hope to discover?

2. Give an account of the settlement of Rhode Island, stating the motives which led to making the settlement?

3. Give an account of the destruction of the Huguenot settlement in this country.

4. Give an account of Braddock's defeat.

5. What was the Wilmot Proviso? What effect had its rejection upon the political parties of the United States?

6. Give a brief sketch of the life of John Brown and tell what he tried to do.

7. What questions were settled by the Civil War, and the legislation resulting therefrom.

8. What was the Interstate Commerce Act? Why was it passed?

GEOGRAPHY.—1. Bound the German Empire, locate the capital and give the most important exports.

2. Describe the Danube River system telling what territory it drains.

3. May Niagara Falls be of any commercial or industrial advantage to the United States or Canada. If so, how?

4. Locate Shanghai, Geneva, Greenwich, Glasgow, Irkoutsk.

5. Name the "Five Great Powers" of Europe and tell the form of government with some characteristic of each.

6. What are the most important products of Nevada? of Ohio? of California?

7. Where is Java? Ceylon? Monrovia?

8. Assign a lesson for a Fourth Reader grade beginning the study of South America.

9. Give two proofs that the earth is spherical.

10. Describe the Hoang Ho River. Locate the Navigator or Samoan Islands.

ENGLISH GRAMMAR.—1. Define English grammar in such a way as to distinguish it clearly from all other branches of English language study.

2. Define the subject of a thought; the predicate.

3. What is meant by etymology in grammar?

4. What is the one characteristic of a noun that distinguishes it from all other parts of speech?

5. Describe the objects named by the following nouns: *truth, herd, Indianapolis, books*.

6. Is the infinitive a verb? Give reasons for your answer.

7. What grammatical properties have nouns and pronouns?

8. Define each of the grammatical properties named in answer to question 7.

9. What educational value has the classification of nouns and the naming of their grammatical properties as found in sentences?

10. Analyze this sentence: "Such men be never at heart's ease while they behold a greater than themselves."

THE AUTOCRAT OF THE BREAKFAST TABLE.—1. What do you think Dr. Holmes means when he says, "The brain often runs away with the heart's best blood?"

2. Explain the meaning of this statement: "You need never think you can turn over any old falsehood without a terrible squirming and scattering of the horrid little population under it."

3. What do you think the Autocrat means when he says, "It is better to lose a pint of blood from your veins than to have a nerve tapped?"

4. Draw a pedagogical lesson from the talk about trees.

5. Explain the meaning of the sentence, "A rose will not flower in the dark, and a fern will not flower anywhere," used with reference to the poet.

6. What do you think of the correctness of the following: "The first thing a child has to learn about the correctness of this matter is that lying is unprofitable; afterwards, that it is against the peace and dignity of the universe?"

7. Explain the theory that six persons took part in the famous dialogue between John and Thomas.

8. What application did the young man named John make of the theory that there are always six persons engaged in every dialogue?"

9. Explain the purpose of the poem on "Contentment," and give a characteristic quotation.

10. State in your own words the substance of some pedagogical lesson you have obtained from the reading of the Autocrat of the Breakfast Table.

11. Make a quotation and justify your selection by a statement of its value.
(Applicant to answer any six.)

ARITHMETIC.—1. State the principles that you would teach in multiplication. State two principles that you would teach in greatest common divisor.

2. Find the smallest number of dollars with which sheep can be bought at \$4 a head, or cows at \$21, or oxen at \$49, or horses at \$72. How many of each kind could be bought for this sum of money?

3. If $\frac{2}{3}$ of a bushel of barley be worth $\frac{3}{4}$ of a bushel of corn, and corn be worth $\$2\frac{1}{3}$ per bushel, how many bushels of barley will \$15 buy? Write full analysis.

4. What is the difference on a bill of \$425 between a discount of 50 per cent. and a discount of 30 per cent. and 20 per cent. off?

5. A sold a carriage to B and gained $7\frac{1}{2}$ per cent. Be sold it to C for \$141.90 and lost 12 per cent. How much did the carriage cost A?

6. Add all the prime numbers from 1 to 59 inclusive and extract the cube root of the sum.

7. At what rate must I invest in 9 per cent. stock that I may receive 8 per cent. on my investment?

ANSWERS TO PRECEDING QUESTIONS.

READING.—1. In the grandeur of the subject, in the vividness of the description and in the choice language used.

2. "Kindle" gives the idea that the light is just beginning; "blushed" is a stronger term, and represents an increase of light and gives us an idea of the color of the heavens; "ocean" impresses us with the vast amount of light that has flooded the scene. The drops of dew are the tear-drops, a term fitly describing the small drops on the grass; the term "gates" fitly indicates the light as being shut off from part of the world.

3. Edward Everett was born at Dorchester (near Boston), Mass., in 1794. He graduated in 1811, preached a few years, and was then (1815) elected professor of Greek languages and literature in Harvard College. He visited Europe, and on his return served four years as editor of the North American Review. He then served successively as a member of the House of Representatives, as Governor of Massachusetts, as a foreign minister, as president of Harvard College, and as United States Senator. He died January 15, 1865. (See Cyclopedias.)

4. This style of composition is descriptive and ornamental.

5. First, to be sure of the meaning of the sentence; then to give the inflection that would indicate that meaning.

6. If the previous work has been properly done there will be no need of such drill. If it has not been done, a few minutes' time might, with profit, be used for that purpose.

7. The slow, stumbling manner of reading. It can be overcome by directing the efforts of the child to the *content*, instead of the *form* or *symbols*. As soon as the ideas in the symbols are clearly understood, the vocal expression of them will be natural and easy.

SCIENCE OF EDUCATION.—1. Of course full credit should be given when both the method of solution and the answer are correct. If the method is correct and the answer incorrect, more than half the full credit should be given, for a knowledge of the method indicates worth, while the fact that he made a mistake does not indicate that he is unworthy. But, when both method and answer are wrong, no credit should be given.

2. The process by which the minds of the teacher and pupils will be following the same ideas, in the same order, and at the same time. The teacher should be thoroughly in earnest, and should call upon the pupils promiscuously. Physically, both teacher and pupils should be at ease, and there should be no distracting influences. The subject in hand should be one suited to the capabilities of the pupils, and within the pupils' minds there should be a desire to know.

3. A method is the method or proper form of procedure which the nature of the subject demands, and is general in its application. A device is some arrangement or application of materials which assists the mind in its acquisition of certain kinds of knowledge. Its application is limited.

4. Memory retains the knowledge of previous thoughts, impressions

or events, while imagination recombines the materials furnished by memory into new forms and images more select, more striking, more delightful.

5. Maps are essential in the teaching of history, for the place of an event gives it life and intensifies the interest. The time and the place of an event show its relation to other events, and its bearing upon the growth of some particular institution. The cause of an event is important, for it shows the nature of the struggle or conflict towards the growth or the establishment of some central idea.

ENGLISH GRAMMAR.—1. This science treats of the principles and usage of the English language.

2. The subject of a thought is that about which a thought is; the predicate of a thought is that part of it which expresses what is thought of the subject.

3. By etymology in grammar we mean that division which treats of the classification, inflection and formation of words.

4. Its *naming* characteristic.

5. *Truth* is an object of thought, is abstract, and is opposed to falsehood; *herd* is an object of thought, signifying an aggregation of certain animals; Indianapolis is an object of thought, is a capital city, etc.; *books* is a term signifying a collection of two or more.

6. The infinitive is a verb when it performs the function of a verb, as I can learn. The word *learn* is here an infinitive.

7. Gender, person, number and case.

8. (See any good grammar.)

9. The reasoning power is brought into play slightly, but such work has very little educational value beyond a discipline of the mind that could be better brought about through some other line.

10. This is a complex sentence, of which "Such men be never at heart's ease" is the principal proposition, and the remainder is the subordinate proposition; "while," a conjunctive adverb, is the connective; "never," an adverb, modifies the phrase "at heart's ease." The subordinate proposition is complex, of which the principal part is "than themselves" (are great); "than" is the connective.

U. S. HISTORY.—1. (See paragraph 18 of adopted history.)

2. Roger Williams' first work was to build up a mission for the conversion of the Indians, but so many came to his settlement that an independent colony was soon started, and from the beginning entire religious freedom was given to every settler. His motive was a desire to found a colony in which the government would have nothing whatever to do with the control of religious belief. (See paragraphs 109 and 110.)

3. (See paragraph 24.) 4. (See paragraph 141.)

5. The "Wilmot Proviso" was a bill introduced into Congress by David Wilmot, a Pennsylvania Democrat. It prohibited slavery in any part of the territory acquired from Mexico. It failed to become a law. Its rejection caused many followers of the Democratic and Whig parties to leave those parties and to join the scattered elements of the Liberty party, the aggregation taking a new name, *Free Soilers*.

6. (See paragraph 306 and note 3, page 273.)

7. The chief questions settled were (1) that *slavery* as an institution could no longer exist in the United States, and (2) that *secession* was not a right inherent in a state.

8. (See paragraph 388.) This law was passed because the charges of some of the railroads were so much at variance at times as to cause much bitter feeling, annoyance and hardship.

PHYSIOLOGY.—1. The epithelial tissue consists of the layer of cells lining the alimentary canal and its appendages; all glands and their ducts; and bloodvessels, lymphatics and serous cavities. In the mouth the epithelium consists of layers of thin scales; in the serous membranes, of nucleated six-sided cells; in the stomach and intestines, of six-sided columnar cells, with conical prolongations; in the air passages, of cells possessing at their free extremity fine, filamentary processes of the cell wall, resembling the eye-lashes.

2. The Amœbu. (See pages 31 and 32, Advanced Physiology.)

3. Because the cell is the unit of the tissues. And this fact shows the Creator's wisdom, in that we see the harmony in the progressive development from the single-celled animal to the higher animals.

4. In tapping the floor with the toes we have a lever of the first class. In tip-toeing we have a lever of the second class. In lifting the toes we have a lever of the third class.

5. "When solutions of many substances are separated from each other by a thin membrane, they tend to pass through the membrane until they are in equal amounts on both sides of the membrane." The process by which this is done is called *osmosis*. Its use in the body is in the exchanges between the tissue cells and the liquid around them. (See pages 92 and 93, Advanced Physiology.)

6. "The essential parts of a gland are a layer of secreting cells, a thin layer of connective tissue to support the cells, a system of nerve fibers, and a network of capillary blood-vessels in close proximity to the basement membrane." In most cases these elements form a sac-shaped cavity or tube. In a compound gland the tubes or sacs are branched. (See pages 132 and 133.) A large surface is obtained by the folding of the secreting surface. If the surface involutions are uniform in diameter the glands are *tubular* (sweat glands); if the involution swells out at its deeper end and forms a sac, it is called *racemose* (sebaceous gland.)

7. Destroy the matter by burning it.

GEOGRAPHY.—1. The most important exports of the German empire are woollen manufactures, silk manufactures, leather manufactures, sugar, iron and various animals.

2. The Danube rises in the Black Forest and flows eastward. It receives various streams that rise in the mountains north and south of its main course. It drains chiefly Austro-Hungary.

3. By using the water-power of the falls; this power can be converted into electrical power. (Such is being done at present.)

5. (a) *Great Britain*, a limited monarchy; the laws are enacted by a

parliament. (b) *France*, a republic; the chief officer is called president. (c) *Germany*, an empire, a limited monarchy; the legislation is enacted by two *houses*. (d) *Russia*, an empire, a despotism; the will of the Czar is absolute. (e) *Austro-Hungary*, an empire, a limited monarchy; two governments under one emperor.

6. Of Nevada, silver, gold and borax; of Ohio, grain, flax and wool; of California, gold, quicksilver, grapes and wool.

8. Study the courses of the rivers, the parts drained by each system, the location of the mountains, and the zones occupied, to which might be added the climate, the plains and the vegetation.

9. The shadow of the earth on the moon is always spherical; the north star rises as we approach the north pole; the earth has been circumnavigated many times.

ARITHMETIC.—(A)—(1) The multiplier must be an abstract number.

(2) The product is the same in kind as the multiplicand.

(3) The product is the same, whichever factor is taken as the multiplier.

(B)—(1) The greatest common divisor of two or more numbers is the product of all the prime factors common to them.

(2) The greatest common divisor of two numbers is a divisor of their difference.

2. The L. C. M. of 4, 21, 49 and 72 is 3528.

$$3528 + 4 = 882 \text{ sheep.}$$

$$3528 + 21 = 168 \text{ cows.}$$

$$3528 + 49 = 72 \text{ oxen.}$$

$$3528 + 72 = 49 \text{ horses.}$$

3. \$15 = (barley.)

$$\frac{2}{3} \text{ barley} = \frac{3}{4} \text{ corn.}$$

$$1 \text{ corn} = \$\frac{3}{4}.$$

Cancelling right and left, and dividing the left side by the right, we find 18 bushels. Ans.

$$4. 20 \% (100 \% - 30 \%) = 14 \%.$$

$$30 \% + 14 \% = 44 \%.$$

$$50 \% - 44 \% = 6 \%.$$

$$6 \% \text{ of } \$425 = \$25.50.$$

$$5. \$141.90 \div .88 = \$161.25, B's \text{ cost.}$$

$$\$161.25 + 1.07\frac{1}{2} = \$150, A's \text{ cost.}$$

6. The prime numbers are 1, 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53 and 59. Their sum is 441.

$$3\sqrt[3]{441} = 7.61 +.$$

$$\sqrt[3]{441} = 21.$$

$$7. 9 + 8 = 112\frac{1}{2} \%. \text{ Ans.}$$

QUERY AND ANSWER DEPARTMENT.

**This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools
Direct all matter for this department to him.**

QUERIES.

481. What became of Capt. James Cook? MILO F. HALE.
482. A merchant sold 20 stoves for \$180. He received \$19 for the largest size, \$7 for the middle size and \$6 for the smallest size. How many stoves of each size did he sell? ELLA STRATTON.
(This problem is No. 51, p. 284, Ind. Comp. Arith., and is now republished by urgent request.)—ED.
483. What angle do the hands of a clock make with each other at ten minutes past three? W. T. TURNER.
484. Solve No. 43, page 283, Indiana Complete Arithmetic. R. L. THIEBAUD.
485. At what time after six o'clock will the minute hand be midway between the hour hand and twelve? ID.
486. Solder is composed of tin and lead. Their specific gravities are: solder 10.44, tin 7.29 and lead 11.35. How much tin and lead will make a pound of solder? A TEACHER.
474. (See August JOURNAL.) The last sentence should read, "What is the area of the walk?" ED.

ANSWERS.

467. $\$8400 + .120 = \7000 , the sum at interest. Since $\frac{1}{2}$ A's money $= \frac{2}{3}$ of B's, A's is to B's as 4 to 5, and since A invests $\frac{3}{4}$ and B $\frac{5}{4}$, \$7000 must be divided in the ratio of 3 to 4, or \$3000 and \$4000. Then

$$\begin{aligned} \$3000 \times \frac{4}{3} &= \$4000, \text{ A's money. } \\ \$4000 \times \frac{5}{4} &= \$5000, \text{ B's money. } \end{aligned} \quad \text{ANS.} \qquad \text{S. E. WHITE.}$$

469. One 1-cent stamp and three 2-cent stamps would cost 7 cents. We must now find how many combinations of 7 and 3 will make 100. Only five combinations are possible, and she may buy as follows:

1 one-cent,	3 two-cent,	31 three-cent stamps.
4 "	12 "	24 " "
7 "	21 "	17 " "
10 "	30 "	10 " "
13 "	39 "	3 " "

J. B. ADAMS.

470. Since the profit was $\frac{1}{11}$ of the sales, the cost was $\frac{10}{11}$, and the profit was $\frac{1}{10}$ of cost, or 10%.

$$\therefore 110\% = \text{selling price.}$$

$$110\% \div .80 = 137\frac{1}{2}\%.$$

$$80\% \div 110 = 72\frac{8}{11}\%.$$

MAMIE DAGGY.

471. Dividing \$6300 in ratio of 4, 5 and 3 we have A's gain \$2100, B's \$2625, C's \$1575. Divide each man's gain by the time his capital was employed, and we find for their monthly gain: A, \$210; B, \$187.50, and C, \$87.50. Now divide the whole capital in the ratio of their monthly

gains, and we have the amounts invested: \$4439.01, A; \$3963.40, B: \$1849.59, C. B was entitled to the sum of his gain and his capital, \$6588.40, but he drew out only \$4329, leaving \$2259.40, which A and C must share in the ratio of their monthly gains, \$210 and \$87.50, which gives A \$1594.87 and B \$664.53.

R. L. THIEBAUD.

472. In the year 1786 Connecticut ceded her western domain to the United States. A State reservation was made of what is now north-eastern Ohio, and was called the "Western Reserve." This tract was sold in 1795 for \$1,000,000, which was turned into the school fund.

EMILIE BROOKS.

473. There can be 180 stakes driven in the given plat. (See Ray's New Higher Arithmetic, page 367.)

C.

CREDITS.

Effie Friedline, 471-2; J. B. Bottom, 464-9-56; R. H. Fox, 469; J. B. Adams, 469; L. H. Beeler, 472; L. A. Bachelor, 469-70-1-2; Frank Glaspie, 470-2; Emilie Brooks, 472-9; N. D. Hamilton, 471; J. H. Risley, 464-8-9-71; C. E. Hushton, 460-71; Wm. Brewer, 471; R. H. Gamble, 460-70; A. Borries, 470-1; Geo. McBride, 470; Emma Woolery, 470-1; W. G. Jones, 471; M. Woolery, 470-1; D. R. Hardman, 471; R. L. Thiebaud, 469-70-71; Mamie Daggy, 470-1; W. N. Vanscoyoc, 469.

MISCELLANY.

PAY FOR ATTENDING TOWNSHIP INSTITUTES.

EDITOR JOURNAL:—I have read the article in the July issue of the JOURNAL by H. W. C., Kokomo, in which he suggested a method for "improvement in institute work." But I am unable to see that the method suggested would be any better adapted to secure attendance than the one enacted by the legislature, or that the money appropriated will be any better "earned and deserved" than now. It seems clear to me that the state recognized the fact, that it can no more easily dispense with the common school than with the legislature, and that the enactment referred to simply made provision for remunerating the common school teacher for time, labor and expenditure of money in the interest of the state.

And I believe it to be the wisest and, therefore, the best and most reasonable under the circumstances possible. The teacher who neither "earns nor deserves" this money, neither earns nor deserves the salary he receives as a teacher; for he who is not willing to earn money he gets in one way is not willing to earn it in another and *vice versa*; and I cannot conceive how any one is able to assert, positively, that not only the individual teacher but the whole corps of teachers of the state have not "earned and do not deserve" this money. Rather a broad assertion. The ways and means for ascertaining and determining who are the

worthy teachers and who are not, and of getting rid of the unworthy are manifold, and the method suggested would not help the matter.

The present method gives the teacher the opportunity to improve naturally—by compelling him to do the institute work himself; he is thrown on his own responsibility; earns and owns the required books for study, and passes from time to time the examinations for license to teach, based upon the Reading Circle work, which is mainly the work of the institute. If he does not "accomplish thorough work as outlined" he receives no license or falls so low in his examination that it does not pay him to teach—that is, he cannot live on his salary. I am not at present a district teacher, but I have an opportunity for knowing that there is no class of teachers who work so incessantly, get so little for it, and are so maligned for laziness, "working for the money" and shirking as the common school teacher. The method suggested in the article would take from the worthy teacher, as well as the sloth, "that which he hath"—the responsibility and independence; the opportunity, (one at least) for improving and developing naturally, and the books by placing them in a common library. The teacher of the proper metal desires to own books but must have money with which to purchase them.

Each institute in Indiana has more than one teacher, strong, willing and eager to give "inspiring and helpful talks" gratuitously. But what a "snap," as the school boy would say, for some aspirant to the calling of oratory the given way would be! Some "strong man" perhaps in each county could be induced to simultaneously air his fancied accomplishments, "developed naturally" at the expense of his fellow-man, and replenish his pocket-book. Let's see; on the basis given— $\$1500 \div 2 = \750 , for the library; the other half, $\$750 \div 6 = \125 a lecture and should but one "lecturer" (?) in a county be secured for the entire county course, he would realize a neat little sum in his spare Saturdays.

A high priced orator, we are aware, could not be secured for the paltry sum named; we can have our mediocres for nothing, and in my opinion, not desiring to appear opinionated, I believe that the "high priced" work of the county institute, once a year, for which the teachers pay, is of vastly more benefit to them in connection with R. C. work than six, yes ten, "inspiring and helpful talks" from a mediocre talker. The common school teachers of Indiana have been treated like children long enough. If the state demands for its teachers men and women of mature and cultivated minds, some better way should be provided for securing them than taking any means for weakening the powers they already possess. I do not infer that the writer is an aspirant to this low-priced opportunity, but I simply think that his method would give an opportunity for abuse to many. The common teacher of all others need the high-priced work most. AN OLDEX.

TEACHERS' READING CIRCLE.

Course of Study and Price of Text-Books for the Year beginning September 1, 1893—DeGarmo's Essentials of Method, D. C. Heath &

Co., Chicago, 55 cents; Orations of Burke and Webster, D. C. Heath & Co., Chicago, 75 cents. Transportation paid by the publishers. Books should be ordered from publishers through county superintendents.

The Indiana Teachers' Reading Circle was organized nine years ago by the State Teachers' Association. Its history has been one of continued growth. It has given a stimulus to professional study, and has added greatly to the general culture of the teachers of the state. No agency has contributed in larger measure to the educational progress of the state than has the Teachers' Reading Circle. The year just closing has been one of unusual prosperity, the membership being the largest in its history, viz., 11,916. The course for this year consists of DeGarmo's "Essentials of Method" and selections from the orations of Burke and Webster. DeGarmo's "Essentials of Method" is a clear, strong presentation of the essential forms of methods of instruction, based upon a knowledge of the child mind. It deals not with knowledge as such, but with the processes involved in learning, and hence with the principles which underlie correct teaching. It fitly supplements the professional work of preceding years. The "Orations of Burke and Webster" furnish the best review of the political and constitutional history of the period immediately preceding and following the war of independence. They are valuable, not only because they represent the political ideas of their times, but also on account of their literary merit. They logically follow the work of last year in civil government. It is believed that these books embody the distinctive features which rendered so popular the work of last year. An outline of DeGarmo will be sent with each copy of the book. The book of orations is prepared especially for the use of the Indiana Reading Circle, and contains an introduction and analysis of each oration, a characterization of the authors, notes, bibliography and suggestive questions.

The examination on last year's work will be held on Saturday, Sept. 9, 1893. Any member who desires to take the examination should apply to the county superintendent.

YOUNG PEOPLE'S READING CIRCLE.

The circle closed its fifth year with a membership of 125,000. This means that one-fifth of all the school children in Indiana have become interested in a movement which promises much for their future culture. This phenomenal growth attests the loyalty of the teachers and school officers to the best interests of the children of the state. Hundreds of libraries have been established in the school districts throughout the state, placing within easy reach of the pupils of the public schools the best thoughts of the best writers, suited to the different grades, thereby fostering the habit and cultivating the taste for the choicest in literature. A movement so fruitful of good to the young should command our earnest support. The course for the coming year is unusually rich in the variety of thought which it presents, as well as in its high literary character.

Organization.—A new and specially designed lithograph card will be sent to each pupil who reads one or more books of this year's list, and whose name and address are reported to the county superintendent. Teachers should report to the county superintendent, not later than February 1, the names of all pupils who have read one or more books of the course, together with the number and names of books read. The county superintendent should report to the secretary, not later than February 15, the whole number of cards needed to supply the pupils of his county.

List of books for 1893-94, furnished by local agents appointed jointly by the county superintendents and board of directors:

Second Grade—Nature's Stories for Little Readers, D. C. Heath & Co., Chicago, 25c; Easy Steps for Little Feet, American Book Company, Cincinnati, 25c.

Third Grade—Brooks and Brook Basins, Ginn & Co., Chicago, 58c; Those Dreadful Mouse Boys, Ginn & Co., Chicago, 75c; Sara Crewe, Chas. Scribner's Sons, New York, 81c.

Fourth Grade—From Colony to Commonwealth, Ginn & Co., Chicago, 60c; Captain January, Estes & Lauriat, Boston; 40c; Lucy's Wonderful Globe, D. Lothrop & Co., Boston, 35c; Familiar Animals, American Book Co., Cincinnati, 50c.

Fifth Grade—Hans Brinker, Chas Scribner's Sons, New York, \$1.13; Fishin' Jimmy, Randolph & Co., New York, 49c; Story of the Iliad, MacMillan & Co., New York, 49c; Fairy-Land of Science, D. Appleton & Co., Chicago, 70c.

Advanced Grades—Attic Philosopher in Paris, D. Appleton & Co., Chicago, 50c; Selections from Ruskin, Ginn & Co., Chicago, 40c; Japan in History, Houghton, Mifflin & Co., Boston, 59c.

HENRY Co. has formulated a course of study for the township high-schools. This is certainly a good move.

THE INDIANA STATE FAIR will open September 18 for the week. There are prospects for a good fair and good attendance.

DEKALB Co.—The county board at its May meeting ordered that all the schools open September 4. There are many reasons in favor of a uniform opening of schools.

DUBOIS Co.—Superintendent G. R. Wilson expects more than a hundred of his teachers to take the R. C. examinations this month. This county is in the front rank in this work.

THE seventy-seventh quarterly catalogue of the Northern Indiana Normal School at Valparaiso is at hand. It shows the school in its usual *unusual* state of prosperity. If you want to know all about this school a postal card will secure the information.

FRANKLIN Co. last year employed 117 teachers, and enrolled in its T. R. C. 137 active members. The membership in the Y. P. R. C. was more than doubled, and reached over 2,000. Eighty local circles were established, and sixty-five libraries were begun.

GREENCASTLE.—During institute week the city teachers met a part of each day in special session. The following were some of the subjects considered: Right Relation of Teacher and Pupil and How Secured; the Art of Questioning; the Purpose of School Discipline; Explanation—How Much? Reviews—How Made Profitable? Rights of Pupils.

THE HENDRICKS COUNTY INSTITUTE met August 7. The instructors, Messrs. Howard and Kinnaman and Miss Wells, made a decided success. All seemed inspired throughout the meeting with a spirit of earnestness. The teachers of Hendricks county appreciate a good work. Mrs. S. E Tarney-Campbell has been engaged as instructor for next year.

SECRETARY.

INDIANA UNIVERSITY.—We have received the annual catalogue of Indiana University for 1893, the announcement of courses of instruction and faculty for 1893-94 and the inaugural address of President Swain. The catalogue contains 164 pages and together with the circular of 16 pages gives a complete account of the work of last year. There were in attendance during the past year 572 students, 22 of whom were graduate students. Besides these were 23 non-resident graduate students. None of these were preparatory students. Work will be offered next year in 17 co-ordinate departments by 43 professors and instructors. At the last commencement, degrees were conferred in course on 98 persons, 15 of which were advanced degrees. The institution has doubled its attendance in the last four years, and its efficiency is more than two-fold. A notable feature of the faculty of 1893-94 is that 34 of the best American and European Universities are represented in it. All university publications will be sent on application to President Joseph Swain, Bloomington, Ind.

PERSONAL.

W. C. BURT is director at Richland.

JAMES ARNOLD is the Manilla man.

W. E. HARSH is in charge at Avilla.

E. M. BENNETT will tarry at Morocco.

JOHN C. DODSON holds the fort at Troy.

J. W. EARLE is the best man at Wawaka.

W. E. CARROON is principal at Brookston.

C. NEWMAN is superintendent at Tell City.

A. H. SHERER has the schools at Carthage.

J. W. RHODES is principal at Ging's Station.

J. G. KINNEMAN is all right at Burnettsville.

A. M. TAYLOR directs the schools at Glenwood.

H. S. PRISSE is the Rushville high school man.

MALINDA ROMIG is principal of the Wolcott schools.

A. E. MALSBEY will direct the schools at Thorntown.

L. A. HUFFORD is in charge of the schools at Raleigh.

R. F. WORSHAM keeps the school at New Salem straight.

R. H RICHARDS has entered upon his third year at Spencer.

W. C. PALMER will continue in charge of the Ligonier school.

ELTON BROUGHTON directs the educational forces at Rome City.

G. P. WEEDMAN will continue at the head of the Cannelton schools.

GEO. P. FLEISHER is the superinteddent of the Kendallville schools.

CHAS. E. SHAFER is superintendent at Corydon, the old state capital.

J. W. RIDDLER continues as superintendent of the Leavenworth schools.

W. B. VAN GORDER has another lease of life at Albion for the fifth time.

E. E. SLICK has been made principal of the Michigan City high-school.

F. M. INGLER will have a place in the Princeton high-school the coming year.

J. L. SHAUCK, formerly superintendent of Rush County, is principal at Milroy.

G. N. LOGAN, formerly of the Mitchell normal, is now in charge at Arlington.

MRS. ESTHER K. GENTRY is assistant principal of the Michigan City high-school.

L. E. WHEELER, a '92 graduate of the State Normal, is to have the high school at Monticello.

J. W. CARR, superintendent of the Anderson schools, is making a good record as an institute instructor.

JOHN H. RADER, a junior of the State Normal, will have the Selma schools the coming year.

A. B. ORR of Chicago and —— Reed are the new principals of the Normal School at Mitchell.

W. H. EICHORN resigns the superintendency of Wells county to enter upon the profession of law.

WILLIAM HAMILTON, of Liberty, has a lecture on the Unknown that is racy, suggestive and enjoyable.

DANIEL McCARVER, a State Normal Junior, has engaged to take the Monroe City schools at \$80 a month.

J. H. SCHOLL, of the normal class of '93, will have charge of the schools at Brownsburg the coming year.

C. E. CLARK, who has been at the head of the Boonville schools for many years, is to continue in his old position.

J. C. DICKERSON, last year of the Southern Indiana Normal College, will have charge of the Kentland schools next year.

GEO. W. HOSS, formerly editor of this journal, is still at the head of the School of Elocution and Oratory at Wichita, Kan.

J. P. CARR, formerly of Indiana, has been re-elected principal of the Boy's School at Vicksburg, Miss., at an increased salary.

M. F. BABBITT, who has been first assistant at Huntingburg for six years past, has accepted the principalship at Audubon, Ky.

GEO. B. HAGGETT, formerly of New Albany, has been elected superintendent of the schools at Paducah, Ky., for the coming year.

E. E. URNER, who was for several years one of the principals of the Mitchell normal has decided to quit teaching and enter the ministry.

ROBERT W. STINE, who has been principal of the Orland schools, has been appointed superintendent of Wells county, vice W. H. Eichhorn, resigned.

EDWARD BOYLE, for several years past principal of the Michigan City high-school, has been chosen superintendent, to fill the place vacated by J. C. Black.

A. W. MOORE, last year a member of the faculty of DePauw University, will take a post-graduate course at Cornell University in literature and philosophy.

J. A. ZELLER, principal of the LaFayette high school, has done institute work in Union County for eight consecutive years and is still popular. A good record.

A. POWELL, a Hoosier teacher well and favorably known in Perry County has been elected for a fourth term as superintendent of the Hawesville, Ky., schools.

E. H. BUTLER, for many years superintendent of the Rushville schools, has decided to leave the profession for the present at least and has entered a business establishment in Rushville.

C. W. OSBORNE has entered upon his thirteenth year as superintendent of Union County. E. G. Machan, of LaGrange, is the only other superintendent in the State that can show a like record.

W. H. AUKER, a graduate of the State Normal School and one of the leading teachers in Wabash county, died July 23. He was a young man of much promise, and leaves a large circle of devoted friends.

PRES. E. A. BRYAN, of Vincennes University, has been elected president of the Washington Agricultural College. President Bryan is a good man and a growing man, and Indiana can ill afford to lose him.

MRS. ELIZA A. BLAKER, superintendent of the free kindergartens of Indianapolis and principal of a primary normal and training school, has been appointed judge of elementary educational exhibits at the World's Fair.

SADIE L. MONTGOMERY, of Jeffersonville and favorably known to many counties of the State through her institute work, now has charge of the primary and kindergarten of the State Normal school at Emporia, Kansas.

THEO. MENZES, formerly superintendent of Perry county, is now at the head of a dental college in Chicago. He has enterprise and ability, and is making an institution that he can take pride in See his adv. on another page.

REV. GEORGE HINDLEY, for eight years at the head of the Weeping Water Academy, Nebraska, has accepted the presidency of Ridgeville College, and is now on the ground. THE JOURNAL extends him a cordial welcome to Indiana.

FRANK J. GEORGE, superintendent of Perry county, was surprised at the close of his recent institute by being made the recipient of a valuable finger-ring, the gift of the teachers of his home township. The affair was a pleasant one to the teachers, and the present was highly appreciated by Superintendent George.

J. V. ZARTMAN, a member of the class of '83, State University, has accepted an invitation to take the head of the department of history in the Marion Normal School. Mr. Zartman studied history two years under W. H. Mace, which is a high recommendation. The Normal has done well in securing Mr. Zartman's services.

W. W. GRANT, for many years principal of the Indianapolis High School, but who for the past year has been at the head of the manual labor school at Providence, R. I., spent most of his vacation with his old friends at his old home. The removal of Mr. Grant and his excellent family from Indiana is a decided loss to church, school and community.

S. E. HARWOOD, a graduate of the State University, afterward superintendent at Spencer and later superintendent at Attica, but last year a member of the class of '93 at the State Normal has been elected to the chair of mathematics in the State Normal school of Carbondale, Ill. This is a good position and Mr. Harwood's many Indiana friends, while sorry to have him leave the State, will be gratified to learn of his good fortune.

MISS LOLA MOSS, formerly a well-known teacher of Clay county, but for several years past a teacher in the Indian school at Sacaton, Arizona, writes, "Please change the address of my JOURNAL to Mrs. J. H. Winn, Libertyville, Iowa." This would seem strange were it not a fact that ladies sometimes change their names and postoffice address at the same time. THE JOURNAL extends hearty congratulations.

H. S. TARBELL, formerly superintendent of the Indianapolis schools, but for several years past, superintendent of the Providence, R. I., schools, has had his salary increased to \$4,000. When he adds to this the annual royalty on his language books, amounting to more than a thousand dollars a year, he has an income not common among school men. THE JOURNAL is pleased to note the above, and is also pleased to learn that Mr. Tarbell is achieving marked success in his school work.

BOOK TABLE

THE CENTURY has just come into possession of the most unique and important historical documents of the age. It is a record of the daily life of Napoleon Bonaparte on board the English ship which bore him into captivity at St. Helena as contained in the hitherto unpublished journal of the secretary of the admiral in charge. This diary is an English gentleman's view of the same memorable journey and of the impressions made by daily contact with the man who had all Europe at his feet. It will be published in the early numbers of *The Century*.

THE STEP-LADDER is a collection of prose and poetry designed for use in children's classes in elocution and for supplementary reading in public and private schools. The selections used in this volume were chosen because of their special fitness for teaching reading and not because of their newness. They are arranged in such order as will develop the child's expressive power in natural lines. The selections are standards and well fitted to develop a pure taste. The collection is compiled by Margaret A. Klein and published by A. S. Barnes & Co., New York.

GODS AND HEROES, or the Kingdom of Jupiter, by R. E. Francillon. Published by Ginn & Co., Boston. This is a mythology for young readers, one of the classics for young people published by the same house. It is suitable for supplementary reading in schools and for entertainment and instruction at home; in short, it is a very useful book. An acquaintance with mythology is necessary to a full understanding of the many allusions found in all literature and being as it is a subject that appeals to the imagination, has attractions for very young children as well as those of a larger growth. The author tells his story of gods and heroes in a clear and entertaining style. Many people think mythology nonsense. Monsieur Francillon closes his book by saying these stories are not nonsense, the more one thinks of them the wiser he is.

SCOTT'S "LADY OF THE LAKE" edited by William J. Rolfe, is published by Houghton, Mifflin & Co., Boston. It is a neat little volume bound in cloth or paper with many illustrations. It also contains a map of the locality which is the scene of the action of the poem. Mr. Rolfe, formerly master of the Cambridge, Mass., High Schools and an eminent authority in literature, has compared many editions and given a text that is as free from error as any extant. The great value of this edition must be in the numerous and full notes which are found at the close, elucidating all difficult places. A very complete index of words and phrases still further increase its value. Bound in paper, 35 cents; cloth, 53 cents. The Lady of the Lake is the book chosen by the State Board for the examination of teachers for August, September and October.

THE INDIANA YOUNG PEOPLE is the name of the new paper edited by George F. Bass, late supervising principal of the Indianapolis schools. The first issue is all that was promised in the prospectus. It looks well and reads well, there not being an article in it from beginning to end that is not good. Knowing Mr. Bass as we do, we feel perfectly safe in guaranteeing that the first issue is only a sample of what will follow. The paper will be auxiliary to the Young People's Reading Circle work, and will be a great aid to it. It will review the Reading Circle books and make suggestions as to how to read them. The paper is not the organ of the Reading Circle Board, and yet the members of the board heartily indorse it and believe it will help in forwarding their work. Mr. Bass has had many years of successful experience as a teacher, and is qualified in a high degree to conduct such a paper. Teachers can do their pupils a special favor, and confer on them a real benefit by inducing them to subscribe for and read *The Indiana Young People*.

BUSINESS NOTICES.

IN THE NORTH GALLERY, Manufactures and Liberal Arts Building, all educational visitors to the World's Fair will find, for free distribution, a programme of the N. E. A., together with a plan of the fair grounds and a correct map of Chicago, at the Educational Map Exhibit of Rand, McNally & Co. 6-4t

TEACHERS' INCOMES.—Teachers can add largely to their incomes by working for us during spare hours, without interfering at all with their school duties; in fact, the character of the work is educational and directly in their line. Write at once to B. F. JOHNSON & Co., Richmond, Va., for particulars. 6-6t

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

HURRAH! HURRAH!—The Big Four route will sell excursion tickets to Indianapolis and return, account of the twenty-seventh annual encampment G. A. R., at one cent per mile, September 3, 4 and 5, good returning until September 16. Liberal arrangements will be made for a side trip to the World's Fair. Make your arrangements to go via the Big Four route. For full information call on or address H. M. Bronson, A. G. P. Agent Big Four route; D. B. Martin, General Passenger Agent, Cincinnati, Ohio. 9.1t

S. R. WINCHELL'S TEACHERS' AGENCY, 262 Wabash avenue, Chicago. An agency to assist School Boards, School Superintendents, College Presidents and Principals of Private Schools in selecting the best teachers for existing or prospective vacancies. No charge for such services. Teachers who would like to be enrolled in this agency are requested to send a full statement of their qualifications and experience, stating the kind of position desired and the salary expected, enclosing ten cents in stamps and a photograph. If it then seems to the manager that he would be justified in recommending them for such a position as they want, he will send them an enrollment blank to fill; if not, he will return the photograph and testimonials. No registration fee is required. Only the best teachers are wanted. 6-tf

A NEW DEPARTURE.—The National Mutual Life Insurance Company of New York occupies a new field of life insurance. It issues policies to many persons who by reason of occupation, over or under weight, former illness, family history, etc., etc., have heretofore been denied the benefits of life insurance by other companies. This is done by charging a rate corresponding with the risk assumed, the same as fire, accident and marine insurance. Hitherto this idea has been lost sight of, and applicants for life insurance who could not conform to certain cast iron rules in which prejudice often plays a larger part than common sense, have been rejected and unable to obtain protection for their families. Scores of people can be found in every community who have been rejected by some life insurance company, who, by continued good health, have proved themselves good risks and have lived longer than many who have been accepted. We are of the opinion that a very large proportion of these risks could be written with safety and profit by a proper system of rating. It has been successfully done in England for the past thirty years. The National Mutual Insurance Company has originated the Adjusted Rate Plan and proposes to extend the benefits of a good insurance on a perfect, sound and equitable basis, to a large class of deserving persons who, for trivial reasons and technicalities carried to an unwarranted extreme, could not obtain the insurance of which they stand specially in need and provide means of comfort and happiness for those they leave behind them.

FOR THE WORLD'S FAIR.—Special Parlor Car for Indianapolis people leaves the Union Station at 10:45 a. m. daily for Chicago via the Big Four World's Fair Route, landing passengers directly at the World's Fair grounds at 4:15 p. m. Returning, the car leaves Chicago at 8:25 a. m. and the World's Fair grounds at 8:44 a. m. daily, reaching Indianapolis at 2:35 p. m.

This is in addition to the local Indianapolis and Chicago sleeper via the same route, which is open for passengers at 9 p. m. every day, leaving the Union Station 12:45 midnight, reaching the World's Fair grounds at 7:10 a. m. and Chicago proper at 7:30 a. m. Returning, leaves Chicago at 11:30 p. m. and the World's Fair grounds at 11:49 p. m. daily, reaching Indianapolis at 6:00 a. m.

In addition to these the Big Four has three more, making five in all, vestibule passenger trains with the finest coaches, parlor and reclining chair cars, dining cars and superb standard and compartment buffet sleeping cars, daily each way between Indianapolis and Chicago, landing and receiving passengers direct at the grounds.

These trains run daily as follows:

Leave Indianapolis, . . .	10:45 a.m.	11:50 a.m.	4:00 p.m.	11:30 p.m.	12:45 a.m.
Arr. Chicago,	4:35 p.m.	5:15 p.m.	9:50 p.m.	6:55 a.m.	7:30 a.m.
Leave Chicago,	8:25 a.m.	1:30 p.m.	8:10 p.m.	9:15 p.m.	11:30 p.m.
Arr. Indianapolis,	2:35 p.m.	7:15 p.m.	2:25 a.m.	3:40 a.m.	6:00 a.m.

7-2t

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INDIANA SCHOOL * JOURNAL

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PRIZE ESSAY.

HOW A MASTERSPIECE OF AMERICAN LITERATURE CAN
BE USED TO THE BEST ADVANTAGE BY PUPILS
IN THE READING CLASSES IN GRAM-
MAR SCHOOL GRADES.*

MARY F. HAZLE.

"Expressive reading," says Rousselot, "is natural reading, whose tone is adapted to the ideas and sentiments expressed in the selection read." The work of teaching a masterpiece of American literature to the pupils of the grammar grades of our pupil schools has to do with just this kind of reading—expressive reading. A portion of this year's work in classics has been devoted to the study of Whittier's "Snow-Bound," with a desire to reach the goal of expressive reading. The following general plan was found to be of service:

- I. The poem read for the story.
 - II. Review and critical study of the poem.
 - III. Study of the finer passages.
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*This essay was awarded the prize offered in the April number of THE JOURNAL for the best essay on "How a Masterpiece of American Literature Can Be Used to the Best Advantage by Pupils in the Reading Classes in the Grammar School Grades."

IV. Character studies—1. Contrasting the uncle and the school teacher. 2. Contrasting the "dear aunt" and Miss Harriet Livermore. 3. Delineation of character, Miss Harriet Livermore. 4. Delineation of character, "brisk wielder of the birch and rule."

V. Figures of rhetoric—1. Simile. 2. Metaphor. 3. Apostrophe. 4. Personification. 5. Synecdoche. 6. Metonymy.

VI. Scanning—1. Iambics. 2. Trochees.

VII. Passages that teach lessons—1. Patriotism
2. Right-living.

VIII. Reproduction—1. In prose work. 2. In original drawing.

IX. The poem read.

In reading the poem for the story, it was done at a time when we could feel

"Content to let the north wind roar,
In battle rage at pane and door."

The natural surroundings aided in bringing out the pictures of the poem. After it was as well read as possible under the circumstances, we began a critical study of the poem. Not an allusion escaped our notice, and the pupils did much supplementary reading in connection with their researches. They learned the value of the dictionary. The study of the finer passages gave opportunity to judge something of the opinions of the pupils on some of the leading questions of the day. A quiet, thoughtful girl selected as a fine passage:

"Yet Love will dream and Faith will trust
(Since He who knows our need is just)
That somehow, somewhere, meet we must.
Alas for him who never sees
The stars shine through his cypress trees."

Would this selecting lead one to think that she believed in the immortality of the soul? The plan was to have each pupil present his selection, and give his rea-

son for so doing. It was interesting to hear the talks. The character study was in part written. I learned that the pupils were best pleased to do this in this way, and I let them take the matter in hand. The work on the "dear aunt" and Miss Harriet Livermore showed its purpose in much clearer outlines than that on the uncle and the school teacher. Having been over the ground once they understood taking hold of it. In the delineation of character we took Miss Harriet Livermore as the first subject. Here was a difficult character to many at first to portray, but we did not give it up until it was fairly well done by the entire class.

We rested awhile from this kind of work by taking up the simplest figures of speech. These were readily selected. When reading the poem for the story one pupil did some very good scanning unconsciously. This seemed to amuse some, and I then brought out just enough of the subject to show that it was correctly read. While resting from the story of Miss Harriet Livermore I took up the work in scanning, and gave them enough work in it to show them that certain things must be observed in writing poetry properly.

We now took up the work of the delineation of the character of the school teacher. They worked with good will on this study, and the papers were cleverly done. It was a joy to read them. Then came the selection of passages that teach right-living:

"The outward, wayward life we see,
The hidden springs we may not know.
Nor is it given us to discern," etc., etc.,

was selected to teach that we must stay our judgment of people.

"But He who knows our frame is just
He remembereth we are dust."

The beautiful life of the mother was cited as an example of right-living.

The selection of passages teaching patriotism were mainly from the description of the school teacher. Many interesting things connected with the civil war were brought up.

In the reproduction of the work in prose we did not attempt to do all the poem. Enough was done to give exercise in this, though much had been done in the written work above. I was disappointed in my reproduction in the way of an original drawing. My plan was to have them draw a picture of the sitting room, when

"Shut in from all the without,
We sat the clean-winged hearth about,
The house-dog on his paws outspread
Laid to the fire his drowsy head,
The cat's dark silhouette on the wall
A couchant tiger seemed to fall;

and

Between the andirons' straddling feet
The mug of cider simmered slow,
The apples sputtered in a row,
And, close at hand, the basket stood
With nuts from brown October's woods,"

but several copies of a magazine containing a picture of the sitting-room were brought into the class, and the plan was defeated. The closing exercise was a careful reading of the entire poem.

If reading is getting thought from printed or written matter, the above plan will, no doubt, have much to do in leading to expressive reading. Children read poorly because they do not understand what they read. The reading lesson is simply a mechanical exercise which brings about no useful results. Whatever method the teacher employs he should be anxious to introduce intelligence and life into the work.

CARROLLTON, ILL.

ARE YOU MISS FLINT?

BY AN OLD TEACHER.

"Class in mental arithmetic!"

Slowly the long line of boys and girls filed into their customary places on the floor, in response to their teacher's summons even more slowly than was their wont; for the morning was oppressively warm,—one of those hot, sultry days in early April, that occasionally surprise us with the suddenness of their coming, and the intensity of their unlooked-for heat.

To this cause, doubtless, was also due the unusually depressing recitation which followed, rasping the poor teacher's tired nerves to the last point of endurance. Even her most reliable pupils seemed to fail her, dragging out to their slow end the monotonous, stereotyped analysis of their several examples. If this was the case with the bright scholars, what can be said of the drones in the class!

Clear down at the foot of the class stood a tall, awkward looking girl, whose sallow, jaded countenance marked her as somewhat older than her companions, as indeed she was.

She stood listlessly thumbing the leaves of her book, and at the close of each recitation, lifting her dull eyes to the teacher's face in evident anxiety as to whether her turn was coming next.

But the class was large and the questions long, and the teacher, with intuitive dread, deferred the hardest cases until the last, called first upon one and then another, so that the girl at the foot became indifferent, and then drowsy even to sleepiness, until her head nodded.

"Ellen Slade may take the next question, if she has sufficiently recovered from her nap to do so!"

The sharp, incisive tone, coupled with the sound of her own name, aroused the drowsy Ellen from her stupor, and with shame and confusion she sought to find her place. "The 24th question," said Miss Flint, still in that biting tone of sarcasm.

Having found the place, Ellen mechanically read the problem, and then as mechanically proceeded to solve it. Had she been called upon earlier in the recitation she might possibly have made a more creditable appearance, for the formula was fixed in her brain by its frequent repetition, so that she could have followed it after a fashion. But that unfortunate moment of forgetfulness had driven everything out of her mind that would have given her anchorage. She floundered about hopelessly for a few moments and then gave up altogether. "It would seem," said Miss Flint with withering contempt, "that your nap might have rested you enough to enable you to grasp some idea of the lesson, even if the entire class had not recited before you."

The girl colored to the roots of her hair, but maintained a respectful silence.

"I wonder," continued the teacher impatiently, "if there is a question in the book you *can* answer! Turn to the first page and see. Read the first question."

Ellen found the place and read: "'How many thumbs have you on your right hand?' One."

"Bravo!" exclaimed Miss Flint, "you quite encourage me. Go on."

"'How many thumbs have you on your left hand?' If you have one thumb on your right hand, on your left hand you will have two times one thumb——" A shout of laughter from the whole school interrupted her, and even Miss Flint, annoyed as she was, could not restrain a smile.

The poor girl, bewildered, looked up with mute appeal.

Evidently, she had not the least idea whither she was drifting. But Miss Flint was relentless.

"Go on!" again she commanded. "We are in a fair way to learn some startling facts in science, by your peculiar mode of analysis. Pray, go on."

But the discomfited girl began to realize she was the sport of both teacher and school. For a moment she tried awkwardly to smile at her own stupidity, then her lip quivered, and she quickly covered her face with her book to hide the tears that would come.

With an expression of disgust on her handsome features, Miss Flint dismissed the class, and later on, at the accustomed hour, the entire school.

Weary and dispirited, she sat by her desk, resting her head in her hands for some minutes after the pupils had all gone. She was not by any means satisfied with herself or her school, during that session at least. But she was far more severe on the former than the latter. Sitting alone with her conscience, the stern monitor was reproving her for her impatience and loss of temper, still more for what she now felt to be unkind abuse of a poor, unfortunate girl, when a timid, hesitating voice at her elbow suddenly broke the silence:

"Please teacher——"

Turning quickly in amazement, Miss Flint beheld the object of her thoughts, standing by with a dipper of cold water in her hand. "Please teacher," continued the girl, "I thought as how you must have the headache, with your head a-leaning on your hand, and I brought in some cold water for you to put on your head. I—I do so for mother when her head aches, and she always says as how it makes her feel better."

A choking sensation came into Miss Flint's throat. She was not so hard as her name. "Thank you, Ellen, you are very thoughtful," she said kindly. I do not

care to bathe my head, for it is not aching, only tired,—but I am very thirsty, and the water is indeed refreshing. Thank you very much," she said again as she passed back the dipper.

But the girl still lingered.

"Please teacher——"

"Yes," returned the latter with an encouraging smile.

"I'm sorry I'm so dull, and I'm sorry I went to sleep, but baby brother has been sick lots o' nights, and mother was all tired out. So last night I teased her to let me take care of baby so's she could sleep. He's most always good with me when he won't let nobody else touch him. He didn't sleep none—but mother did, and I kept him quiet all night some way or nuther, and I s'pose that's what made me so sleepy to-day. But I'm sorry to trouble you, teacher."

Ah, whose eyes were glistening now! A great throb of remorse shot through the teacher's heart.

"Dear child," said she, drawing the girl impulsively toward her, "never speak of it again. I was very, very wrong to talk to you as I did. Had I only known—but there, it is too late now. Only I must ask you to forgive me, Ellen, for you put me to blush, with your noble loyalty to duty. Never again will I lose patience with you, however hard it may seem for you to understand." And brushing the unkempt hair away from Ellen's forehead, she sealed her promise with a kiss.

Coloring with surprise and pleasure, Ellen said softly, "Thank you, teacher," and hastened away.

The memory of that kiss and the kind words accompanying it brought comfort to the poor, neglected girl in many an hour of sadness that came to her in after years; and but for the same sweet memory, the teacher herself would have been comfortless in the sad event which immediately followed.

Ellen did not come to school that afternoon, nor the next day, nor yet the next. Indeed two weeks had gone by and still Ellen failed to make her appearances.

One day at dinner, a young physician who boarded in the family with Miss Flint, remarked upon a very trying case that he had been called to that morning. It was that of a young girl whose hands had been dreadfully burned in attempting to save a younger sister whose clothing had taken fire. The sister had miraculously escaped with little injury, but the older girl had succeeded in saving the little one, at great risk and suffering to herself.

"I was called to the case first about two weeks ago, when it first happened," said the young doctor, "and then I thought the burns might heal without difficulty. But this extremely hot weather, taken in connection with the girl's low state of blood, has induced very unfavorable symptoms, so that in order to save her life I was obliged to amputate the thumb on her left hand, this morning."

"Brave little girl!" exclaimed one. What is her name?

"Slade, I believe," returned the doctor. "Ellen Slade."

"Why, that is my little girl," exclaimed Miss Flint, "and I have been wondering whatever became of her all this long while. Doctor you must take me to her just as soon as ever you can. I must see her!"

So it came to pass that when poor, suffering Ellen, lying white and wan amid her pillows, the hands that had done such brave service being bandaged and placed each on a soft cushion before her, lifted her eyes to greet her physician as he came in at eventide, she uttered a cry of joy at the familiar face that accompanied him.

"I knew you would come, teacher," she exclaimed, "if you heard about it. It happened that very afternoon,

after I left school." "Yes, Ellen, I know all about it," interrupted her teacher, noticing with some alarm the rising color on the girl's face, and hastening to calm her.

"You are a brave, dear girl, and I have come to tell you how proud I am that I have ever known you," and stroking her hair tenderly, she bent over and kissed her on either cheek, and then on both her poor maimed hands.

"Dear hands," she said, "that saved a little one from such a cruel death."

"Anyway, teacher;" said the poor girl with a pathetic attempt at cheerfulness, more touching than tears could have been, "I guess I shall always know now how many thumbs I have on my left hand!"

But the teacher answered never a word.—*Texas School Journal.*

EDUCATIONAL INDIANA.

Thirty-five years ago there was little of system or method in the educational efforts of this state. Every one was free to do his will in all matters of instruction. No limitations imposed by the subject or by the stage of the development of the child were recognized. There was the fullest freedom, but it was the freedom of ignorance, where impulse and caprice took the place of reason. Indiana was another name for Cimmerian darkness in all matters educational.

Out of this chaos there was constructed, in a score of years, an order and system more nearly ideal in its unity and the perfection of its architecture than is to be found in any other state. In this organization everything has been brought under rule. A prescribed system and order prevails everywhere. The authority of this order dominates everything. Its spirit permeates every department of the school system.

The rule of progress in all forms of institutional

growth is, first, from the chaos of caprice and impulse, to obedience to authority externally imposed. A glance backward over the history of the development of the human race will show this statement to be true. If the institution continues to grow, being hospitable to new ideas, and readjusting itself to them as they are discovered, it remains plastic and readily changes its form to conform to the new conditions. If the institution has its growth arrested, it rejects new ideas and crystallizes into a hard and unyielding form. But in a growing people this arrest is only temporary, and is caused by the selfishness and tyranny of the leaders. The form or shell is eventually broken through by the pressure from within, and a revolution sets the growing forces free again.

Indiana is an especially interesting state to study, for the reason that the time is near at hand in which it will be determined whether evolution or revolution will mark the next stage of her progress.

The next stage is that of the freedom of knowledge, making the stages of growth to be, first, the freedom of ignorance, where law and order are not recognized; second, the bondage to authority, where the law is felt to be imposed from without; and, third, the freedom of knowledge, where the law and order are found to inhere in the thing itself, and our freedom in our relations to the thing arises from our recognition of the law of its being.

The teachers of Indiana are coming into the consciousness that the law of life and of the school inheres in the children, in themselves, and in the social organization of which they are a part, and that better teaching must go along with a freer and larger idea of life. Courses of study, methods of discipline, devices for teaching, county organizations and the like, may be valuable for the suggestions they give, but they may be a hindrance to

progress when they assume to enter too far into the control of the details of the life of the teacher and pupil. The best that these can do affirmatively is to place before the schools higher ideals by way of inspiration and point the way by which they may be realized. Negatively they can protect the schools from the inefficient and the unworthy. They must inspire and must never repress the aspiration to higher things than the organization yet knows. * * *—*The Public School Journal.*

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

“Look up and not down
Look forward and not back
Look out and not in;
Lend a hand.”

EARLY DAYS.

To write about the importance of the first days of school, and suggest plans for utilizing the energy of children just gathered in from vacation, is so trite that it reminds one of poems on the “Beautiful Snow.” While “there is nothing new under the sun,” yet to each child who comes to this “great, round, wonderful, beautiful world” *every* thing is new under the sun. To each teacher just entering the profession the first days of school are very new, and for teachers who have experienced many “first days” there may be some old plans with new faces. So the occasion for writing returns, even as the snow returns, and articles and poems will doubtless dwell upon each until we reach the summer land.

The heart of the editor goes out to the tots who are “new beginners” or who have trudged along the path to school only a year or two. How frequently they are neglected, turned aside into a corner, and made to feel

that the chief end of man—when he is young—is to be kept still.

A picture comes of an old log school house and a little boy, the only pupil in the A, B, C's, who each day heard a score of times, "Study your lesson, "Keep still." He studied so diligently that his thumb wore a hole through the blue-back spelling book and obliterated X, Y, Z. But he made such a failure of keeping still that he was at last imprisoned by being made to sit under the teacher's chair. He was so small that he could sit there erect. As any mischief was easily detected, and he stood in awe of the schoolmaster, the days dragged by till he learned to do nothing; then he was promoted to a seat on one of the benches, where he swung his feet, and listless idleness claimed him for its own. Kind reader, there is a stillness which is stupefaction. Teachers sometimes unwittingly take the keen edge from the pleasure of acquiring knowledge, and systematically and thoroughly teach idleness.

The spirit of industry should inspire each pupil, and the habit of working be so strong that the children turn to their lessons as a matter of course, because accustomed to study. Nine-tenths of the studying of young pupils must be of a kind which will employ the hands as well as the brains, because they can do so little abstract work. Hence the need of a great deal of slate work, so varied that it is interesting, so chosen that it may be helpful.

During the early weeks of school there should be much review work, so that the pupils may have full benefit of past knowledge. There should be frequent relaxation, such as is given by singing, marching and committing memory gems. Such exercises help wonderfully in putting the school in good working trim. You think you have not time, but if wisely used you gain time, because

the relaxation puts the children in a better condition for study. The child who is growing drowsy over his number work will, after briskly marching round and round the room, turn to his spelling lesson bright-eyed and energetic.

It would be well to make out a list of the songs and memory gems you would like to teach; also a list of all kinds of slate work available for your class so that you can more readily vary your desk work from day to day. During the first weeks give rather short and easy lessons so they may be learned with pleasure. Too often pupils drudge over certain lessons in the early fall which they could learn readily if postponed till December.

Let us suppose you are teaching a township school and your primary class consists of two or three beginners. Plan your program so that "between times" you can change their work so as to keep them employed. For example, you wish them to practice writing while you hear a recitation in the higher grade. The writing lesson proper must be under your immediate supervision. This is to be a form of desk work.

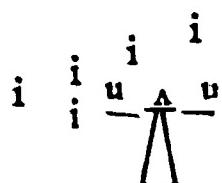
If you set a copy i, u, t, e, and say, "Try to make these on your slates," how much interest do you fancy they will put in the work? Instead call them to you and tell them the story of the

BIRD'S HOTEL.

Once there was a little boy named Jan. He didn't know what to play so he threw stones at the birds. His mamma said, "Jan, why don't you make a hotel for the birds? That would be nice for you and them, too." He liked the plan and this is the way he made the hotel: First he set a post like this (make a tall letter t omitting the final turn and the line which crosses it.) Then he nailed a stick across (across the t.) Then he fastened

cups upon each end of the stick (write the letter u upon the line which crosses the t.) He puts crumbs in the cups. His mamma gave him some grapes and he hung the bunches on the stick (groups of ee's will serve for grapes.) He watched and soon a flock of birds came and ate crumbs and grapes for dinner (make i's for birds.)

When the picture of the hotel was done it looked like this:



The educative value in this is that they work with interest, and, though unaware of it, are practicing these letters. If the whole hotel is too complicated, they could make a row of posts (ΛΛΛ); then posts with sticks nailed on (t t t); then cups (u u); then grapes (ee ee), and birds (i i). In course of time, they combine all in one picture.

Teachers sometimes say, "When I tell such stories to the little children the rest of the school listen instead of studying." Well, suppose they do, it is a sad thing if all your work with the wee ones is so unattractive that no one cares to listen. It is probable that some who listen will themselves be teachers by and by, and will use such methods because you have used them, for insensibly we tend to teach as we have been taught.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

THE BEST.

Never allow or accept any work from a pupil which is not the result of his *best* efforts. Always effectively demand the best from your pupils, both in thought and expression.

- a. Learn to know the best each of your pupils is capable of doing in every direction, and then always strictly require the best effort.
- b. Never praise pupils for results, but always recognize efforts to obtain results.
- c. In recitation, demand the closest attention and concentration; if a pupil lags or shows the slightest inattention, ask him a question, or give him some special work to do.
- d. Never allow a pupil to use an incorrect oral sentence when due confidence on his part has been acquired.
- e. Never allow a pupil to use an incorrect written sentence; never allow a pupil to spell, punctuate, or use capitals incorrectly.
- f. Always demand your pupil's best writing.
- g. From the beginning to the end never teach anything incorrectly.
- h. Never use a wrong thing for the purpose of teaching a right thing; in spite of your best efforts pupils make all the mistakes necessary (?) for correction.
- i. Teach the right, the true, the positive, and let the wrong and the negative severely alone.

Cook County Normal School.

Normal Park, Ill.

IDEALS.

In the discussion on *ideals* it is intended to devote the whole of this paper to a consideration of the general nature of ideals and the process of transforming them into character. In a succeeding number will be shown the bearing of this article upon teaching and especially upon primary work.

As used here, ideals are not confined to persons who study psychology and read philosophy. All persons, no

matter how low their intellectual and moral condition . and no matter how high, have hourly experience in the matter of ideals. They are as universal as mind and it is because they are universal that it is worth our while to make a careful study of them. It is true of every individual that he feels there are some conditions under which he lives that he would like changed; he feels he is limited or bounded and wishes the limitations or boundaries were removed. The desire may be to roam over a new hunting ground, to find a north-west passage to Asia, to own territory that rightfully belongs to Siam, to control the wheat market on the board of trade, to make the World's Fair a financial success; it may be a desire to be able to discriminate more readily between right and wrong, to possess greater sympathy for suffering humanity; it may be a desire to appreciate more fully works of fine art, or philosophical thought and speculation. Whatever the desire may be, it is for some condition of the self that is not yet reached, for something different. Any condition which I see might be true of myself but which is not my real, actual, or existing condition may be called an *ideal* condition. The *real* is that which I am; the *ideal*, that which I am not.

I may think of myself as being more honest, more generous, more charitable, more sympathetic, or I may think of myself as less honest, less generous, less charitable, and less sympathetic. I may conceive myself as the embodiment of purity and virtue, and I may conceive myself as an embodiment of impurity and vice. I may think myself a philanthropist, giving of all I 'am and have for the betterment of humanity, and I may think myself a miser carefully hoarding everything to gloat over in selfish pleasure. It is evident that I can think of two distinctly opposite conditions of myself that at present are not real ones, a better one and a

worse one. Using the word *ideal* to apply to a condition which is the real one, there are, then, two kinds of ideals, those that are elevating and those that are degrading. (Of course one may think of conditions present that are neither better nor worse than the one, but those I care to speak of especially in this connection, for their pedagogical bearing, are those ideals which, we may say, change the value of the individual, make him higher or lower.)

So much, then, for what the term *ideals* shall here include. The next question concerns the process by which these ideals are transformed into character. There is no change unless the individual thinks of a different condition from the one he is now in. The child does not decide to play unless he thinks he is not playing. A man does not decide to invest in real estate before he thinks or without thinking he has no such investment. A merchant does not order a bill of goods before he thinks he needs them, or without thinking anything about it. The first great step in changing from one condition to another, in transforming ideals into real existences, consists in seeing both these conditions of self, that which is true and that which is not true, in regard to the same quality. As well as seeing how he *is*, the individual must see how he *is not*; and on the other hand he cannot see how he *is not* (and think he *is not* that way) without seeing how he *is*. I cannot think that absolute honesty is not a condition of myself, that it is ideal, unless I also know I am not thoroughly honest. Thinking each in the best way involves thinking the other. If I am perfectly honest with myself, and try to think exactly how I am, I must see, as well, how I am not. I cannot think the one without the other, and the more definite either is to me the more definite the other condition also becomes. So, because of the very nature of mind before I change

myself in regard to any particular thing, I must think how I am and how I am not in regard to the same thing. But the individual is not ready to choose one or the other of the conditions as soon as he sees them. Before deciding to remain as he is, or to change to the new condition, he must compare and contrast the two. Many times the preponderance is so greatly in favor of one over the other that he hardly realizes he has weighed them. But let him take a case where he hardly knows which course to take and this reveals the step in all, that there is a comparison and contrast of the two conditions, and these, seen in relation to some great life purpose he has in view, to see which is the most desirable. Mark, I do not say which is the more desirable, but which is *considered* so. The individual may be prejudiced or ignorant of many facts relating to the two conditions that will make his decision a poor one; but, after looking over the two, he decides upon one or the other as being the better. So a second element in transforming ideals into character is a comparison and contrast of these ideals with what one really is at the time, and then measuring all by the great standard of life itself. From this comparison comes the decision that one course is better than another.

Then, when one has decided that the ideal condition (for instance) is better than the real, that it would be better if the ideal were the real, one is ready to choose the ideal condition. He has a new purpose, and that is he is going to attempt to change his condition for one more desirable. And so we see young women engaging in business and entering college. These outward acts show they have chosen to change from what they were to something they believe to be better.

As soon as the choice has been made the person must consider different ways of reaching the desired end and

which seems to be best. If he has decided to become a teacher he must decide on what he will do to become such. If he has decided to be a lawyer he must meet the same question, "What shall I do to realize the purpose I have set up?" After he has decided what course to pursue, what means to use to further his ends, he is ready for the final action—to act, to put into execution the means or plans or devices to bring about the desired change, to make the ideal which he saw, a real, actual, existing condition.

Such, in the main, are the great steps in realizing ideals, in the formation of character. A more minute analysis will reveal other phases, but the main ones are: thinking both the real and ideal conditions of self; comparing these conditions with each other and with the great end or purpose of life as the individual conceives it, and deciding which is the better; the choosing of the better condition; the selection of means to realize the new purpose; the working out itself; the putting into execution of the means necessary to reach the new purpose.

BUSY WORK.

It has already been remarked that busy work, or periods when the pupils work independently of the teacher and of each other, are elements in the ideal primary school and it is only when they are misused that they become a detriment. Perhaps even these periods misused, and they sometimes are badly misused, result in a higher degree of growth than would be reached without any at all.

In regard to this subject, two general ideas have already been given. The first was that, as a rule, a definite amount of work should be assigned to be done; and

the second, that the assigned task should, in reality, be work for them and not merely a device for keeping the pupils quiet regardless of the degree of difficulty involved. There are several reasons for assigning a definite amount of work to be done in the given period. The 'do-as-much-as-you-can' assignment may be well occasionally, and especially when pupils have found that at all times they must reach their full limit in their work. But a good teacher knows the capacity of her class better than they themselves and it better helps them to put a just estimate on their own ability to have a definite amount of work required. It also helps the pupil to set a definite purpose to be reached in his fifteen minutes of quiet, individual work which is of almost incalculable value to him. There are also many reasons for the task to be genuine work and not play. (To be sure, tasks that partake of the nature of play in that they are easy or accomplished by the seemingly spontaneous instincts of the child have their place occasionally because of the variety they introduce.) The child should feel that the thing he is doing is worth his while and not trivial, and he is made stronger in several ways from persistently doing his best in these short periods. The reasons in the mind itself underlying these can be readily seen.

A third characteristic of busy work is, that being as carefully planned by the teacher as the work in reading, number, language, etc., it should reinforce all the other lines of work. What I mean is this, that busy-work is not a something distinct from all the other lines, but that it should help to make each of the others stronger; help to fix the points brought up in the other subjects; help to bring up facts that will prepare the way for a recitation, and not be simply time-filling. When one-half or one-third of the child's time in school is made up of these periods does it not seem as if it should claim a

considerable share of the preparation for a day's work? I once noticed some busy-work done by children of six and seven years of age that seemed to me admirable. I asked the teacher how she happened to think of it. She said all the time in the preceeding two weeks that she could possibly spare from the other preparation she had put upon this, trying to devise some way by which the busy-work might re-enforce her work in a certain three-fold way she had in mind. Well, it did it, but I wondered if two weeks was not a good deal of time to spare on a device merely. But as I saw her work later I felt she was right. That one little scheme she had worked out could be modified and varied to suit a number of cases; then it had suggested to her many other schemes which were as helpful as the original, and her whole plan of busy-work was remodeled, making it far stronger than at first. So her two weeks' preparation was not confined after all to one fifteen minute exercise.

In thinking out a scheme of busy work, the teacher should consider what points of knowledge she intends giving in the recitations on the different subjects. Then she must decide which can be fixed only by oral work. Since the children cannot read or remember long or difficult assignments, many things must be gone over with the teacher. Yet there are many that they can work upon alone and these the teacher weaves into busy-work, trying to make each assignment do the broadest duty possible. That is, one task may not only help to fix some number combinations but probably reading and color as well. Suppose the child is working with the number 5, knows all the figures thus far, has had the printed word, apples, and has had a lesson on the color yellow. Various combinations may be made to reenforce or help fix either one or more of these ideas. The assignment may be 2 apples + 2 apples + 1 apple = ?

(and several other combinations in 5.) The work of the class may be to *picture* the story, which is on the board. Then they draw two apples in one group, two in another, one in another placing the addition sign between, then the sign of equality and five apples after it showing the result. ($\textcircled{O} \textcircled{O} + \textcircled{O} \textcircled{O} + \textcircled{O} = \textcircled{O} \textcircled{O} \textcircled{O} \textcircled{O} \textcircled{O}$) All the various number relations may be thus pictured. If desired, after each picture the child may put the *number* story, as 2 apples + 2 apples + 1 apple = 5 apples. The idea of the color yellow may be emphasized at the same time. The teacher's assignment may be a drawing of apples colored yellow, showing the various groups or relations and requiring the child to draw the same and color them or make the number story, using figures and words; or, again, the children may simply be told to make pictures showing the number stories (that are probably indicated on the board), using yellow apples in each picture. Of course, in this case, the children must be provided with yellow pencils. Such work can be varied indefinitely. The point I wish to make here is: the teacher must see what points must be repeated frequently in order to fix them, what ones can be so repeated (not, of course, a formal set of words) during the busy-work period, and then how she can combine these points from the different subjects to give the greatest drill possible.

When the teacher has fully planned according to the ideas just presented, she is ready to recognize another element that should characterize this work—*variety*. It becomes exceedingly monotonous to children to hear or see a stereotyped expression of what they are to do, and still more monotonous to go over the same work day after day and week after week, with the possible variation in some of the figures used or size of the groups to be pictured. Neither do I mean that the teacher should be continually on the alert to get something new and start-

ling to interest the children in their work. Their interest, to be of the genuine, helpful kind, must arise out of the work itself, yet the law of mind which demands this variety or difference in the midst of similar things must not be ignored. But if the teacher fails to work in harmony with this law, it is seldom that the child also fails. He introduces his own variety, and happy may the teacher be if it takes no more annoying form than the drawing of fanciful designs on his slate, or an occasional nudge of his neighbor. Possibly the teacher also at this late hour obeys the law of variety in being required to vary her regular school duties with occasional cases of discipline, many of which arise from the teacher herself not observing this principle in the assignment of busy-work.

The little device suggested concerning the picturing of the number stories showing combinations in 5 can be adapted to all phases of the number work. If the teacher has a box of colored sticks (or, better still, has a small box of sticks for each one), she has a good opportunity for varying devices to fix the same or similar points. The following are some of the ways of making assignments by the teacher who spent the two weeks on one plan of busy-work. They may probably be suggestive: "Make on your desks, from the sticks you have, beds of yellow primroses, putting them in groups as I have indicated on the board ($2 + 2 + 1 = ?$ $2 + 3 = ?$ and other combinations in 5.) Make beds of red geraniums showing the same, also beds of violets and white roses." (In the place of the question mark after the sign of equality they put down five sticks of the appropriate color, as $11 + 11 + 1 = 11111$.) This reenforced over and over again the number relations, and brought in many distinctions in color. Sometimes their sticks turned into oranges, bananas, cherries, currants and gooseberries, and these they arranged on 'plates.' At

other times their sticks turned into processions of elephants, black horses, camels, leopards, etc., so many abreast, and as nearly as possible in their appropriate colors. In watching these children performing their work it was easy to see that they pictured the most wonderful beds of flowers and saw such processions of animals as would put ordinary parades to shame. And yet they were employing their little number, language and reading and color lessons all the time. The work had a definite point in it.

This particular teacher read to her children (the first and second years of school) portions of Longfellow's Hiawatha, and what seemed too difficult she put into simple story form for them. So occasionally their busy-work consisted of drawing a certain number of tents for Hiawatha and his friends; again it was his boats whose pictures they made upon their slates or out of sticks. Sometimes they pictured the arrows made by the ancient arrow-maker. And in all these drawings were usually combined various number, language, color or reading points which the teacher was anxious for them to remember. On and following such days as the 22d of February, 4th of March and 30th of May they drew flags and stars; their blue sticks were Union soldiers, gray were Confederates, and red English. They marshalled their forces in little groups upon their desks, and for a short ten or fifteen minutes lived in a little ideal world of their own making.

It seems almost unnecessary to add that this last element of busy-work, as well as introducing variety, is based upon the further law of mind that at this time the child is quite largely an imaginative being, and it is the business of the teacher to adapt the work accordingly.

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of the Indiana Young People.]

THE SENTENCE AS A MEANS OF CULTURE.

A sentence is the expression of a thought, but it is more than this. It often by implication expresses many related thoughts. "Did you walk to town yesterday?" This, of course, has all the elements of a sentence—subject, predicate and copula. This sort of interpretation of it will satisfy grammar, but it will not satisfy reading. A sentence in reading (discourse) is written to express the thought of its author for the purpose of influencing in some way the reader. Thoughts are not isolated. The person who wrote the above sentence had other thoughts so related to this one that they caused him to throw this one out in the sentence-form. To get the greatest culture out of this sentence, as well as to read it properly, the pupil must not only re-think the thought of the sentence, but also those related thoughts that produced the sentence. For example: A personal friend of mine who lives in the town knows that I live in the country four miles from town. He knows that I have no horse and buggy. He saw me in town yesterday. He eats dinner with me the next day at my home in the country. In our conversation at the table he says, "I saw you yesterday. Did you *walk* to town yesterday?" No one would read this sentence, emphasizing the word "walk," unless he sees some such relation as here given.

Change the conditions, and see what change will follow in the oral expression. He hears me say that I went some place yesterday, but did not understand where. He knows that I usually walk. He then says, "Did you *walk* to *town* yesterday?" Now, suppose that he is in

doubt as to whether I walked *to* town or *from* town, he would ask, "Did you walk *to* town yesterday?" When the pupil supplies these conditions he is gaining culture from the study of the sentence. Let us ask him as to the conditions under which we would be compelled to make the word *yesterday* emphatic. Then the word *did* and others. If each pupil were to write the conditions no two would likely be just alike. This kind of culture is on the rhetorical side.

There may be culture as a preparation for the study of grammar proper. Take the sentences: 1. The flowers of spring have all faded. 2. The flowers of spring had all faded. 3. The flowers of spring all faded. Present these sentences to the pupil, and ask him to note the differences in them and then to supply the conditions under which each sentence might be used. Have each pupil express the conditions in writing.. No two will be exactly alike, and yet all may be equally correct. Something like the following will be received: The person who used the first sentence might have left his home in the spring when the flowers were in bloom, looking very fresh and nice. He returned after a long drought, and the moment he sees his lawn and flower-beds he says, "The flowers of spring have all faded." But a week or two later he is telling his friends of his long absence, and how nice and fresh he left his lawn and spring flow-eas. "But," he says, "on my return, two weeks ago, I found that the flowers of spring had all faded and the grass had died." Again he might be telling of a spring years ago. He now tells his friend what a beautiful spring it was, and how rapidly everything grew, promising a bounteous harvest—how beautiful the flowers were. "But," he says, "from the first of July till the first of September we had no rain, and the flowers of spring all faded."

A moment of thought will show any one that he has now the basis for the study of tense. It will also be seen that every phase of grammar has its basis in this kind of sentence study.

We have, this year, an intermediate grammar book to be used between the Knox-Heath Elementary Lessons in English and the Complete Grammar now in use. This little book begins with the sentence, and affords us an opportunity to do this sort of work. The question with every teacher is, What is the best use that can be made of this book? We should remember that a book is to be *used*, rather than followed. Almost any book may be helpful; but almost any book followed exactly—*i. e.*, teaching no more nor no less than the book contains—will be hurtful. This is as true of books on grammar as it is of books on the “sciences.” What we wish to do is to center our thought on the development of the pupil, and *not* on the book, except as a means in this development.

In the grades below the seventh the problem is the study of the sentence in its power to express a thought for the purpose of affecting some one other than the person who constructs it. So in this study of the sentence herein described, there must be kept in mind the speaker or writer and the hearer or reader. The speaker or writer desires to influence in some way the hearer or reader. He has certain thoughts to communicate. He uses the sentence for this purpose. So the pupil in his study begins with the sentence and through it reaches the author’s thought in all its relations.

FIVE PEAS IN ONE POD.

[Indiana Third Reader, Page 8.]

In reading any selection, the pupil must first get the individual points of knowledge. He must next get the

theme of the selection, *i. e.*, see what these individuals signify. Then, if the pupils are strong enough, they will see how well these individuals express the idea of the selection. A teacher having some such notions as the foregoing is about to assign the selection given at the heading of this article. What shall he say to the pupils? Shall he say, "Read the lesson beginning on page 8 five times?" The pupils have twenty minutes for study, and he supposes that this will keep them busy during that time. As desirable as it is to keep them busy, that should not be the sole purpose that controls a teacher in assigning a lesson. Let us have them read for a better purpose. Let us ask them to do something that will help them to do what they must do if they read so as to get the best there is in the selection to be read. Look through the first paragraph, and note what you consider *the* point of that paragraph. Put before them a question that will cause them to get that point when they read it. Ask them to write an answer to your question. When the class is called have the answers read. They will not all be alike, if your questions are good. This will create discussion. To settle the point the book will be referred to. This will result in a closer reading.

Now, in the first paragraph, there are several points of knowledge—five peas were growing in a pod; they were green; the pod was green; the vine was green; the leaves were green.

We *might* ask, How many peas are mentioned? What color were they? How many other things were of the same color? But can we not put one question that will call up all this? Suppose we were to ask what the peas thought of the world, and what made them think so. In reading to find an answer to this question, they must get the other points.

Second Paragraph.—Are they satisfied? What makes you think so?

Third Paragraph.—What happened while they were talking about living in the pod? What effect had it on them?

Fourth Paragraph.—Find out what happened next.

Read the next, and tell what became of each pea.

Which one do you think did the best?

This last question will have a tendency to push them to the real theme of the lesson. This, however, will come out in the recitation.

Our purpose now is to suggest what might be done by the teacher in assigning a lesson in reading. It, of course, will be easier to make questions for the higher grades than for the Third Reader pupils. If the pupils have studied a set of questions of this sort they have gained more power of interpretation than by reading the lesson over *twenty* times.

ENDINGS.

If addition were taught by "endings" we would have more rapid and accurate adders. There are very few combinations that give 1 for an ending: 9 plus 2 gives 11, a number ending in 1; 8 plus 3, 7 plus 4, 6 plus 5, 0 plus 1 each give a number ending in 1. There are no other combinations that give the ending 1. There are only five of them. A pupil could soon learn these. Give examples that make him use these until he has had a great deal of practice. He learns to think a number ending in 1 as soon as he sees any of these combinations. The following are all the possible combinations in addition:

Ending 1.	Ending 2.	Ending 3.	Ending 4.	Ending 5.
0 plus 1	0 plus 2	0 plus 3	0 plus 4	0 plus 5
2 plus 9	1 plus 1	1 plus 2	1 plus 3	1 plus 4
3 plus 8	3 plus 9	4 plus 9	2 plus 2	2 plus 3
4 plus 7	4 plus 8	5 plus 8	5 plus 9	6 plus 9
5 plus 6	5 plus 7	6 plus 7	6 plus 8	7 plus 8
	6 plus 6		7 plus 7	
Ending 6.	Ending 7.	Ending 8.	Ending 9.	Ending 0.
0 plus 6	0 plus 7	0 plus 8	0 plus 9	0 plus 0
1 plus 5	1 plus 6	1 plus 7	1 plus 8	1 plus 9
2 plus 4	2 plus 5	2 plus 6	2 plus 7	2 plus 8
3 plus 3	3 plus 4	3 plus 5	3 plus 6	3 plus 7
7 plus 9	8 plus 9	4 plus 4	4 plus 5	4 plus 6
8 plus 8		9 plus 9		5 plus 5

After teaching two or three sets of these it is easy to make examples that will bring in only the combinations taught. As new sets are taught, give examples using the new and the old. So continue until all are taught and used. This does not prevent pupils' taking three or more figures at once; it helps in that direction. It takes careful work to prepare examples, but anybody can do it with care. The following has no combination giving an ending above 3: 2 plus 1 plus 8 plus 1 plus 9 plus 2 plus 7 plus 2 plus 9 plus 2 plus 8 plus 9.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

RELIGION IN THE PUBLIC SCHOOLS—THE CRITICISM.

In the last issue of THE JOURNAL the editor said, "We have before us a criticism on a thought expressed in one of the 'departments' of last month's issue." I learn that the thought criticised is contained in the quotation I made of an editorial in "The New Education," by Prof. Hailman, which reads as follows:

"It is a great error to suppose that the public school, because it is debarred from sectarian teaching, is thereby unable to give true religious training. On the contrary, by this very barrier, it is set free. It is even a greater error to suppose that the prohibition of a certain teaching involves godlessness and the abrogation of faith, hope and charity. On the contrary, the very removal of sectarian limitations brings the school nearer to God and protects the ethical trinity against the vitiating perversions of sectarian selfishness. Only in the public schools can Jesus of Nazareth come to the children as the true Christ, the bringer of universal love."

I do not know the exact nature and scope of the objection to the quotation, and am not writing to meet it directly, but to give further emphasis and clearness to the valuable truth which it seems to me the quotation contains. By way of introducing the quotation I said that it was "a good statement of a fundamental truth." The fundamental truth that I had in mind was the cherished thought of mine that because the teacher is debarred from teaching sectarian doctrines he is not debarred from teaching religion; and the quoted paragraph makes the further emphasis that the teacher is not only thus not restricted from giving true religious training, but has the more freedom to that end.

The attributes common to two objects are more essential to either object than the attributes peculiar to either. The common attributes of the Baptist and Presbyterian religions are more essential to religious life than the points of difference between them. The Methodist and the Catholic have something in common which each must cling to in spite of differences, or yield all that religion means to them. Cannon Farrar cannot break ties with the Hottentot of Africa without losing his hold on God and immortality. The red Indian who finds heaven

in a future happy hunting ground, and the transcendentalist who finds heaven in the depths of his own consciousness, both have the hope of heaven in the heart. Sectarian teaching requires the emphasis of differences; non-sectarian teaching requires the emphasis of likenesses, which is a nearer approach to the heart of religion. A teacher bent on teaching religion must feel grateful that he is not required to teach the creeds which mark the differences of denominations. Hence it is true that a teacher who is debarred from sectarian teaching is not thereby unable to give true religious training, but thereby is given his freedom to do that very thing.

Sectarianism has its function in the religious development of the race and of the individual—is essential to that development—but we are now beginning to feel strongly the bond of unity in likenesses, rather than the prejudice of differences. The religious congress at the World's Fair is a magnificent illustration of such unity. It is marked also in the co-operation of denominations in every good work. Wandering through a great city we drop in at random to hear the minister, and find him preaching our gospel. We pass on and forget to call for his label, unless for convenience of description. Moody does his great work without sectarian limitations; perhaps could not do it with such limitations. The sects themselves are rapidly giving up sectarianism. It has done its work in bringing out the various elements of the religious life; and now these various elements must be brought into the higher unity of the religious life taken as a whole. The whole movement is a world-wide drama in which discordant and conflicting elements contending for the mastery are finally brought into the higher unity of peace and harmony. Now the public school, with children from the homes of all denominations, by which sectarianism forces sectarianism out, is

a type of the whole movement. Let those who regret the absence of sectarian teaching in the public schools reflect that the logic in the movement as a whole is coercing them reluctantly to a higher good than they consciously seek.

The editor says that he is not responsible for the views expressed by the editors of departments; and so I am not responsible for the meaning of separate phrases and sentences contained in the quotation. I thought the apple good as a whole, regardless of a speck that might be found. I have a hint that the objection raised is to the last sentence. I might have raised a question on the word "only," if I had not been pre-occupied with Prof. Hailman's enthusiasm and faith in the power of the public school to bring children to the true Christ. If he feels that the public school can do this, and is laboring to that end, it is worth so much to the cause of education and of childhood that he ought not now be interrupted to engage in a controversy over the "only."

EDUCATION AND FREEDOM.

In the preceding article on this subject I began to illustrate what is meant by rational, or soul, freedom. The illustration was carried through the senses, showing that the soul's activity occupied wider and still wider spheres as it exercised itself through the ascending order of the senses; and, also, that the subjective life is richer and fuller just in proportion to the wider range of freedom in the activity expended on external objects.

The ascending order of the soul's free activity through the senses, from muscular sense to sight, is a type of its growth to its highest range of freedom through the ascending order of all the faculties from sense perception to reason.

The next stage of the soul's freedom above the senses is called memory. By memory the mind acts in the absence of the object, thus giving it its freedom in time; but freedom only in past time. When the soul acts through the senses, the individual must be in the presence of the object; but memory enables one to react all the experiences of the past. This enlarges ten thousand fold the sphere of experiences as limited to the senses. The outer range is larger, and the inner life proportionately richer and fuller.

The next enlargement to the soul's sphere of free activity is called imagination. In this the soul is not limited to the present and the past, but ranges into the absent and the future. By this faculty it not only constructs the absent world in space, but creates its ideal world, thus freeing itself from the hard and fixed limits of the world of fact. In this the soul first fully awakens to its sense of freedom, dimly felt in the preceding sphere of activity. Up to this point its activity seems to be largely reaction against its environment; it conformed to the external world. By means of the imagination it makes the external world conform to its own idea. The pleasure of reading fairy stories comes largely from a sense of freedom over the fixed limitations put upon us from the material world about us. Bryant's Sella and Little people of the Snow are good examples; also the stories in Hawthorne's Wonder Book. The mind seems to be acting for the pleasure of its own activity, for the sense of its freedom, as the eagle soars for the pleasure of soaring, and not always for prey. Again, the sphere of experience is enlarged ten thousand fold beyond that of the preceding; and the inner life is still proportionately richer and fuller.

Next, the reason extends the activity to the inner laws and essences of things; it finds the law within the law;

frees the mind from the confusion of the multiplicity and bondage of details by reaching through them to the unity of a common life and principle below all; penetrates to a spirit akin to itself, and feels that it has its universal freedom in its touch with that spirit. This is the truth that makes us free. Truth is the relation of unity between the individual mind and the universal mind back of all phenomena; and it is the function of reason to penetrate to the universal mind, in order that the soul may be at one with it. No higher sphere of freedom can be found.

I have not tried to discuss soul, or rational freedom, but to give glimpses of what it means to guide in the practical work of teaching. To educate is to conduct the growth of the soul through increasing spheres of activity, as suggested by the ascending order of the faculties of the soul. The faculties of mind about which we read are only names for the successive spheres of mind freedom, whether figured as external activity or inner experience. Educational psychology must show how to conduct the child through this increasing order of life. More life is the cure for all the ills of life.

FRIDAY AFTERNOON.

ARBOR DAY PROGRAM.

DIALOGUE FOR SIX BOYS AND FIVE GIRLS GATHERED IN AN EASY MANNER
ABOUT THE TEACHER'S DESK.

First Boy:

I've thought of a game we can play at recess,
Whatever the weather may be;
For fun, and instruction you'll say its the best;
Now listen a moment to me.
You know this is Arbor Day in all the schools,
And although we've not much prepared
In the way of a program, we do mean to plant
A beautiful tree in the yard.

First Girl, (interrupting)

I'd like to know who first observed Arbor Day,
And how long ago it was begun.

First Boy:

"Twas "way out" in Nebraska, in '72,
And was planned by a Mr. Morton.

Second Boy:

Oh, never mind that, but tell us, please do,
The game you had started upon.

First Boy:

Well, suppose that instead of planting real trees,
We each name the tree of our choice;
And tell why we like it and how it would please,
(But don't speak in too loud a voice.)
You begin, Kate. Stand by the table there
And choose a tree of some kind,
And before the bell rings to call us to work,
We'll have a fine grove in our minds.

Second Girl:

Well, I would have a *locust* tree
Right out there by the fence.
Oh, locust blossoms are so sweet,
They tickle your "smelling sense."
See here, children, I'll tell you now
Something to make you wise—
In locust blossoms there are bugs,
I have seen them with these eyes.

Third Boy:

And I would plant an *oak* tree,
The finest in the land.
It is called the king of the forest—
It grows so tall and grand;
And the acorns—we boys could throw them
From here quite down to the mill;
And the girls could have cups and saucers
For their playhouse under the hill.

Third Girl:

I would plant a *maple* tree!
I like that best of all,
In summer its leaves are fresh and green,
And don't you know in the fall,
How the green leaves turn to yellow,
And then to bright, bright red?
We would make us a playhouse carpet,
Yes, and a dollie's bed.

Fourth Boy:

A grove without a *beech* tree
Would be no grove at all!
We would want to have swings in the summer
And gather the nuts in the fall.
My! When the burs burst open
And the brown nuts rattle down,
Wouldn't there be a scrambling,
Of the lads from the country round?

Yes, I would have a beech tree,
A great round, smooth-trunked beech,
And on it I'd cut every name in the school,
It should fairly "bristle with speech."

Fourth Girl:

Oh, creamy dogwood blossoms,
I'd plant a tree of you.
Now, wouldn't you make our yard look gay?
You'd be so fragrant, too.
In springtime we'd carry your beauty
To some poor sick child's bed,
And in winter the chart class would love, I know,
To gather your berries red.

Fifth Boy:

We ought to have a hickory tree
And I'll take that, I think;
I'll plant it by the old wood-shed
Where the eaves can give it a drink.
And, besides, I want to have it there,
So the nuts will fall on the roof.
Then the rain and the winds and the soft, warm air
Will soon coax the hard shells off.
Hurrah! we'll have nuts passed every day
When the scholars are tired of work;
With such a treat as that in store.
No one would be anxious to shirk.

Fifth Girl, aged six.

Because I am a little girl
I'd like a little tree,
And I think that a well-filled Black Haw bush
Is the one you may plant for me.

Sixth Girl:

Well, I'll tell you what I'd like to have
And that's an apple tree,
Out by the wood-shed, or there by the fence
No matter at all to me—
So it has plenty of apples on it,
Red ones and yellow ones too;
We'd eat just all we wanted,
And oh, here's what we'd do!
We'd bury five or six bushels
Somewhere here on the ground;
Cover them over with leaves and straw
Then pack the dirt on sound.
And when the long winter noons come on,
Or rainy days keep us in,
We'd *every one* have an apple to eat;
We'd never get hungry, then!

First Boy:

Hurrah for the country school grove!
With its blossoms and fruits so fair,
To be sure it is only "in our minds"
But no better sport can scholars find
Than this building castles in the air.

(A bell is heard without and all pass to their respective places.)

CLOVERDALE, IND.

MARY V. SINCLAIR.

EDITORIAL.

The Indiana Journal for Indiana teachers.

WHEN you send "back" pay for the JOURNAL please name the agent with whom you subscribed.

RESOLVE now that you will persuade every boy and girl in your school who can read fairly well to read at least one good book during this school year.

WE MUCH REGRET that we could not supply all new subscribers with the September number of THE JOURNAL. The issue was larger than usual, but not enough larger to meet the increased demand.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

HOW DOES IT HAPPEN?—A county superintendent greeted the writer recently with "How does it happen that you never put anything in the JOURNAL about our county?" The answer was, "How does it happen that you never send to the JOURNAL any educational item in regard to your county?" The JOURNAL wishes to repeat with emphasis what it has said many times before, that it is glad to secure educational items from all the counties, and that it is not conscious of making any discrimination among the counties in this regard. Send in the items and there will be no room for complaint.

REPORTS OF COUNTY INSTITUTES —In former years large space has been given in the JOURNAL to the reports of institutes. but for the last year or two but few reports have been sent in. This is perhaps well as there was great monotony in the reports. As space could not be made for a synopsis of the instruction but little could be said except that the institute was held at a certain date, that the attendance and attention were good, that the instructors were popular, that the superintendent deserved great credit for the manner in which he had conducted the institute, and that upon the whole it was the best institute ever held in the county. As the institutes are now nearly all held in August and the reports would necessarily come together, there seems to be a general concensus of opinion that the space in the JOURNAL can be given

to more instructive and more helpful matter. This does not mean that no reports will be printed; neither does it mean that no reports are desirable. The pages of the JOURNAL are always open to educational news and educational suggestions. Whenever anything occurs in an institute out of the usual line it is always welcomed. The editor likes to print it and his patrons like to read it. The JOURNAL solicits educational news.

THE NEW OKLAHOMA.—With September, Oklahoma probably attained to its full proportions in point of area. In its formation it has been a little like patch-work, and it has been somewhat difficult to follow its evolution. The territory has been familiarly known to us under a variety of names, and the whole has been made up of four parts, the "Cherokee Strip," between Oklahoma proper and "No-Man's-Land," being that part about to be entered. No-Man's-Land, now Beaver County, added 3,643,200 acres, while the Cherokee Outlet, to be occupied this month, aggregates about 6,000,000 acres. The total number of acres in the territory, henceforth, will be about 11,335,347, or not far from 30,000 square miles of area. This is no mean proportion for statehood, being four times the size of Massachusetts. By the end of September it is quite likely that Oklahoma will have a population of 250,000 souls, or five times that of the State of Nevada. It is ripe and ready for statehood, and will probably be entered as a State before the present Congress comes to a close.

THE CONSISTENCY OF INCONSISTENCY.

The following which we take from the *Herald of Gospel Liberty*, the oldest religious newspaper in the world, is so thoroughly true and so needful to the teacher that we give it entire with our cordial endorsement. He is a brave person who has the moral courage to acknowledge his own mistakes. When a teacher has made a mistake the brave thing, the wise thing, and the right thing for him to do is to acknowledge it.

"Emerson says that consistency is the foible of small minds. What one affirms to-day must be made to agree somehow with what he said yesterday or last year—so holds the narrow mind and the unilluminated mind. Not to be laughed at is a capital ambition with many."

To have one's way, to contend to the bitter end for one's opinion, never to confess a fault, never to make concessions, are some of the marks of the fury for consistency. Many a one thinks that because he has said that he will do a certain thing, or will not do it, he must stick to it *because he said it*. No matter how much light comes to him to change his convictions, no matter how much harm his course involves, he proposes to stand by what he said. He is not a man that is easily moved from his course, he declares; he glories in making other people come to him; he boasts of his triumphs; he stickles for the last inch of his claim; and he dies, poor man, without knowing that he never had a moment of vision of what real manhood is. He never saw what strength there is in weakness, what glory there is in humility, what charm there is

in the spirit that bends and suffers long, and murmurs not when jostled about. It is only stubbornness that thinks to have its way always. Civilized life means concessions and amenities on all sides. The savage and the fool never yield. One never goes so high as he does when he has conceded the most. It is by the obeisance of the spirit that its transfiguration comes. It comes

'With that stoop of the soul which in bending upraises it, too.'

He is not a wise man that pursues with reckless determination his preconceived ideas. The best that one can do is to follow the light he has to-day. To do this he may need to vary his course or abandon it entirely. Strength of character lies in one's following his light, in his keeping the angel in the ascendancy. Yesterday you made a resolution, made it according to the truth you had, made it with full and noble conviction; but to-day you see that it cannot be carried out without injury to your better knowledge, and if you are wise you will not keep it. This is not weakness. It is the consistency of inconsistency. There may have been undue haste and lack of judgment in forming the resolution, and for these you may be blameworthy, but you cannot be condemned for your abandonment of it."

THE STATE NORMAL SCHOOL TROUBLE.

Last month, in speaking of the trouble at the State Normal, THE JOURNAL expressed gratification at the hopeful indications of an early settlement of the misunderstandings. A circular had been formulated by a committee of students for the signatures of the two classes under the ban of the board, conceding to the board all legal and moral right to dismiss and elect teachers without giving reasons to the public for so doing, and expressing regret for all disorderly conduct; and the board had issued a circular to all old students, including the juniors, saying that they would be readmitted *without signing any papers*. This all worked well and promised well, and was unanimously approved by those who put the welfare of the school above personal feeling and interest. The granting of graduation "certificates" has not yet been conceded, but the board certainly can not withhold them longer and justify itself, either on the ground of consistency or fair dealing. Having re admitted the juniors, who acted with the seniors in every general movement that was made by the students, and who, by specific vote on commencement day, *endorsed* the seniors, how can the board be consistent and not accord the seniors similar treatment?

THE JOURNAL is not willing to believe that the board will not yet come to see that it made a fatal mistake when it took out of the hands of the faculty the settlement of matters touching the students' "disciplinary relations to the school." Had the board gone straight forward in what it conceived to be its duty, ignored all personal criticisms, and accepted the arrangement made by the representatives of the faculty with the senior class, and granted the diplomas as usual, the "normal

school troubles" would now be a thing of the past. A quarrel can not last long when the quarreling is all on one side

Within the last month the normal school board has sent out a circular "to the public." THE JOURNAL can but regard this "statement of facts" as most unfortunate. It is easy to see that a statement might have been made giving a view of the troubles in a form that would have conciliated opposition and strengthened the board's hold upon public opinion; but the statement made does neither. It opens up all the controverted points, and impugns the motives of every one who has criticised the actions of the board. The circular is certain to provoke "replies," and thus the contest will be continued and the efficiency of the school diminished. (Since the above was written one "reply" has been made public, and the writer understands that others are to follow.)

THE JOURNAL believes thoroughly in the State Normal School, and believes that it will continue to be in the future, as it has been in the past, one of the best schools of its class in all the country. It hopes, therefore, that the board of trustees will at once correct the wrong it has done the class of '93, for there can be no end to this controversy till this is done, and it hopes all old students will return and take up their work as though nothing had happened, and then all work for the highest welfare of the school, remembering that "the school" is of more consequence than is any individual, and remembering that *evolution* and not *revolution* must be relied upon to bring about any desirable changes.

ARBOR DAY.

Gov. Claude Matthews:

Honored Sir:—The undersigned, believing in the importance of ornamenting school premises by the planting of trees, both for the sake of the shade and the aesthetic effect upon the children, and believing that most can be accomplished by setting apart a day for that purpose, unite in recommending that Friday, October 27, be selected as the time and called "Arbor Day." They ask that you join them in this recommendation, if you approve the movement. Respectfully,

W. A. BELL, Editor School Journal.
INDIANA FARMER CO.

EXECUTIVE DEPARTMENT,
INDIANAPOLIS, IND., September 19, 1893.

Prof. W. A. Bell, Editor Indiana School Journal, and Indiana Farmer Co.:

Gentlemen:—I am just in receipt of yours of yesterday, and carefully note what you say in relation to "Arbor Day." I assure you that I am in hearty sympathy with the custom. Many of the states observe a day set apart by legislative action, and duly proclaimed by the Governor, and I regret that such official action has not been taken by our state. It is a beautiful custom, and will in time be generally observed by our people. Year by year the destruction of our once magnificent

forests goes on, and soon this great source of wealth and beauty to our state will have passed. Then we will begin to plant—in our school yards, along the highway and around the country homes. I cordially join with you in recommending to our citizens, and especially our school children, October 27, to be observed as "Arbor Day" for the planting of trees, with such ceremonies as may be pleasing to them.

Very truly yours,

CLAUDE MATTHEWS.

THE JOURNAL makes its annual appeal to teachers to observe Arbor Day. The planting of trees on school grounds will have *three* good results:

1. The grounds will be converted from bare and in many instances repulsive places to beautiful, shaded, attractive yards. The shade and the beauty will richly repay the trouble of planting.
2. The influence upon the school children will be beneficial. Pleasant and attractive surroundings must affect favorably the æsthetic natures of the boys and girls who attend the school.
3. The stimulus to plant trees and ornament premises will be carried to the parents, and result in the planting of trees about the homes and along the highways.

Suppose that every school and every family should on the day named plant at least one tree. Think of the result, and think of the boon conferred on posterity. Suppose that each farmer would plant trees along the road in front of his land, what would be the result in a few years? Our native trees should be used (1) because they can generally be had for the digging, and (2) they are more beautiful and more useful than the evergreens.

Let teachers take hold of this work and interest the children, and through them the parents. An appropriate exercise will be found under the head of "Friday Afternoon." Add to this, name trees for celebrated authors, sing songs, recite appropriate selections, get some one to make a short speech—do whatever will add to the interest. Get some farmer to bring his wagon and haul the trees; divide the forces and let a part dig the trees, another part dig holes, and another part plant the trees.

Any teacher with enough vim to teach a successful school can take hold of this and make it a grand success, *if he will*. It only requires the *will*.

As will be seen by the above correspondence the Indiana Farmer heartily joins with THE SCHOOL JOURNAL in urging the celebration of Arbor Day, and Governor Matthews endorses the movement and heartily commends it. Let all join to make this the best Arbor Day Indiana has ever had.

HARVEST EXCURSIONS to all principal points in the West, Northwest South and Southwest, October 10, at very low rates, via the Big Four Route. Tickets good twenty (20) days from date of sale. Be sure your ticket reads via the Big Four Route. For full information call on or address H. M. Bronson, A. G. P. Agent, Big Four Route, D. B. Martin, General Passenger Agent, Cincinnati, O.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN AUGUST.

PHYSIOLOGY.—1. Describe the three kinds of cartilaginous tissue. Where is each found?

2. Why do the cells of different tissues differ in form and structure?
3. What is meant by heredity?
4. What is the patella? What relation does it bear to the rest of the skeleton?
5. What is meant by fatigue?
6. What are the supposed functions of the various parts of the ear?
7. What are the functions of the various layers of the stomach?
8. How can injurious bacteria be destroyed in drinking water?

ENGLISH GRAMMAR.—1. Define a simple, a compound and a complex sentence.

2. What uses have substantive or noun clauses in sentences? Give an example of each and designate.
3. I thought him to be honest Explain the use of the expression, "him to be honest."
4. "I think it not meet that Marc Antony, so well-beloved of Caesar, should outlive Caesar." Analyze.
5. Correct this sentence, giving your reasons: "Whom say ye that I am?"
6. What means would you use to increase and enrich your vocabulary?
7. "I hope my noble lord *esteems me honest.*" Parse the italicised words.
8. Define an attribute and name the leading classes.
9. In what year of the public school course should the study of grammar as a science begin? Give reasons.

GEOGRAPHY.—1. Draw outline map of Indiana, locating the principal rivers and six largest cities, numbering in order of their size.

2. Name and describe the mountain systems of the United States.
3. What is meant by irrigation? Where is it most practiced in the United States?
4. Locate Tokio, the Phillipine Islands, Naples, Mecca.
5. What different forms of government exist in Europe? Name good examples of each.
6. What reasons do you give for a greater growth in Chicago than in Memphis which is an older city?
7. Bound Russia, Turkey.
8. What is the nature of the work in geography which you would give to a Third Reader grade?
9. What are the principal exports of France? Of Japan?
10. Describe the Congo River.

UNITED STATES HISTORY.—1. Give an account of the discoveries of Magellan and state what they proved.

2. Give an account of the settlement of Maryland, stating reasons for making the settlement.
3. How did the Puritans treat those who differed from them in religion?
4. Give a brief account of the capture of Quebec.
5. Tell what you can about the Emancipation Proclamation.
6. What do you understand by "Carpet Baggers?" What was the effect upon the southern states of enfranchising negroes? Why was this effect produced?
7. Give an account of the laying of the Atlantic Cable.
8. Give an account of the assassination of President Garfield. Why was it done?

READING.—What is ambition? 'Tis a glorious cheat!

It seeks the chamber of the gifted boy,
And lifts his humble window and comes in.
The narrow walls expand and spread away
Into a kingly palace and the roof
Lifts to the sky, and unseen fingers work
The ceilings with rich blazonry, and write
His name in burning letters over all.
And ever, as he shuts his wildered eyes,
The phantom comes and lays upon his lids
A spell that murders sleep, and in his ear
Whispers a deathless word, and on his brain
Breathes a fierce thirst no water will allay. —Willis.

1. Define chamber, palace, blazonry, murders, deathless, and thirst as used in this stanza. 15
2. What lessons would you draw from the above for the benefit of your pupils? 15
3. Transpose the stanza into prose. 20
4. Of what importance do you consider reading in comparison with the other studies required by the law? 15
5. In what does the true, and therefore most valuable, criticism of a reading lesson consist? 20
6. What should the pupils be made to understand as the true uses of punctuation? 15

SCIENCE OF EDUCATION.—1. Show by a course of reasoning whether a knowledge of the subject to be taught or a knowledge of the way in which the mind acquires knowledge is more necessary to a teacher or whether both are alike necessary, according as you may believe.

2. Explain the differences in the classes of books which a teacher needs to study in the different cases referred to in the first question.
3. In how far and by what means would you attempt to enlist the co-operation of your pupils in the administration of your school? Give reason for your attitude upon this question.
4. Point out the ways by which you would teach children to become self-helpful in learning to read. What educational principle or principles underlie the necessity to do this?

5. What are the strongest reasons for requiring the teacher to know more of the subject than she is required to teach, and to know many subjects which she is not required to teach in her grade?

ARITHMETIC.—1. By the use of the numbers 352 and 132, explain the principles and method of finding the greatest common divisor by division?

2. At 90 cents a yard, how much will it cost to carpet a room 20×17 feet with carpet $2\frac{1}{4}$ feet wide allowing one foot waste on each cut for matching?

3. If $12\frac{1}{2}$ yards of dress goods $\frac{3}{4}$ yard wide will make a dress, how many yards of cambric $1\frac{3}{8}$ yards wide will be required to line one half of it.

4. A merchant marks an article 40% above cost; he sells it on account at a discount of 10% on the market price. He pays 20% of the debt for collecting it. What per cent. does he gain or lose?

5. If one bushel of wheat will make 40 lbs. of flour, how many barrels of flour can be made from the contents of a bin 10 feet long, 5 feet wide and 4 feet deep?

6. The diameter of a spherical balloon is 25 feet. How many square yards of silk were required to make it and how many cubic feet of gas will be required to fill it?

6. Find the proceeds, bank discount and date of maturity of a note for \$2,000 for 90 days at 5%, dated and discounted July 1, 1892.

LADY OF THE LAKE.—1. What is the narrative of the first canto?

2. Explain the expression, "Harp of the North."

3. Give a short character sketch of Ellen.

4. Explain the "Lady of the Bleeding Heart."

5. Explain the "Fiery Cross."

6. Who was Rhoderick Dhu?

7. Explain "Snood," "Anathema."

8. Give the example of hospitality recited in Canto IV.

9. What led to the combat? How did it end?

10. Who was James-Fitz-James?

ANSWERS TO PRECEDING QUESTIONS.

PHYSIOLOGY.—1. Articular cartilage is found on the ends of the bones forming movable joints and is a firm, flexible, tough, elastic, white, opalescent substance. The corpuscles are in groups flattened parallel to the surfaces while in the deep parts they are in vertical groups. Reticular cartilage is found in the epiglottis and in a few other places; the matrix is pervaded with a densely felted substance similar to elastic fibrous tissue. Fibro-cartilage tissue consists of plates of matted fibrous tissue interspersed with elements of cartilage, and occurs chiefly as movable discs between the articular surfaces of certain joints, as the knee.

2. The form and structure of cells depend upon the way they are

crowded together and on the structure in which they may be. Their shape may be spherical, fusiform, or stellate. Some have no cell wall, as the amoeba.

3. By heredity is meant the doctrine that offspring inherit the characteristics of their parents or ancestors.

4. The patella is the knee-pan, the largest sesamoid bone of the body. It articulates with the femur, and gives a change of direction to the force of the muscles which move the lower bones of the extremity.

5. The muscle is said to be "fatigued" when it refuses to act, but will again do so if allowed to rest a few seconds. (See page 72, Advanced Physiology.)

6. See pages 280, 281, 282, 283, 284 and 285 of Advanced Physiology.

7. The *mucous lining* furnishes glands for secreting fluids, blood vessels for nutrition and absorption, and nerves for regulating all the various activities connected therewith. The sub-mucous coat of loose connective tissue serves to unite the muscular and mucous coats, and to form a matrix in which the blood-vessels and nerves break up and ramify before reaching the mucous coat. The muscular coat of the transverse and muscular fibers serves to keep the contents of the stomach in motion during the process of digestion.

8. By boiling the water.

GRAMMAR.—3. The expression, "him to be honest," is the complete (double) object of the verb "thought;" "him" gets its government from the verb "thought;" and "to be honest" is an infinitive adjective phrase modifying "him." (Another disposition of this expression is as follows:—"him to be honest" is an abridgement or contraction of the proposition, "that he is honest;" "him" gets its government by being the subject of the infinitive "to be;" and "to be honest" is the basis, or chief part, of the expression, and the real object of the verb "thought.") The first way is by far the better and is entirely consistent with the principles of English grammar.

4. This is a complex sentence of which "I think it not meet" is the principal proposition, and the remainder is the subordinate proposition a clause in apposition with "it," etc.; "it" is the direct object of "think;" "meet" is an adjective modifying "it;" "that" introduces the subordinate proposition and may be called a conjunction. The subordinate proposition is used adjectively; the subject is "Marc Antony," the predicate is "should outlive;" the subject is modified by "beloved," a past participle used as an adjective.

5. Change "whom" to "who," a predicate nominative after "am."

6. By careful genuine reading of good literature and by the study of other languages.

7. The word "lord" is a subject nominative; "esteems" is the predicate and is active voice; "honest" is an adjective modifying "me."

8. An attribute (in grammar) is a word expressive of some quality of an object; nouns in apposition and predicate adjectives are the leading

classes. (Yet, all descriptive adjectives are sometimes called attributes.)

9. In the eighth year because of its technical nature. It takes minds of some age and experience to comprehend thoroughly the underlying principles on which is based the science of grammar.

GEOGRAPHY.—1. Irrigation is the artificial supplying of water to land for agricultural purposes. It is extensively used in the West, in California, Nevada, Colorado, Utah and Arizona.

2. Despotism, Russia; Republic, France; Empire, Germany; Kingdom, Italy; Constitutional Monarchy, Great Britain.

6. Chicago had, at first, over Memphis the advantage of free labor; second, of an invigorating climate; third, of an immense extent of rich prairie land; fourth, of a position in the line of the westward march of empire; fifth, of direct transportation facilities, by water, with the East.

8. The map should be introduced and simple outlines of the school-room, yard, township and county should be made. Indiana and the United States should be studied. The previous year's work should be reviewed, especially the "talks" about the people of other lands, their customs, etc.

U. S. HISTORY.—1. Magellan's object was to find a way, by a western route, to the Spice Islands of the east. He discovered the strait which bears his name, passed through to the Pacific and proved that there was a south-west passage to India.

2. (See Mont. History, page 101.) The settlement was founded as a refuge for the Roman Catholics of England.

3. They dealt harshly with men of other religious beliefs, who came to the colony and annoyed them by disputing with the Puritan ministers. (See paragraph 81 and 87.)

4. (See page 137.)

5. It was the greatest event of the war; it was preceded by a warning proclamation (Sept. 22, 1862,) that after 100 days, "all persons held as slaves within any state, or designated part of a state, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward and forever more, free." (See paragraph 337.)

6. "Carpet Baggers" is a name given by the Southern whites to the Northern whites that, after the Civil War, went South and took an active part in politics. (See page 328, Note 3.)

The enfranchisement of the negroes destroyed the labor system of the South and turned loose upon society a large number of persons ignorant of nearly everything; but they went to work, together with the whites, and industrially the South has been benefited. The white labor introduced was intelligent and the resources of the South have begun to be developed. Politically, emancipation has caused much bitter strife and not a little blood-shed; for the whites could not permit "negro rule," a condition that could have happened in many places because of the great majority of colored voters.

7. See paragraph 364, Mont. Hist.

8. President Garfield was shot, for revenge, by a disappointed office-seeker, Charles J. Guiteau, in the waiting-room of the Baltimore and Potomac Railroad Depot at Washington, D.C. As he was about taking the cars to spend a few days with his sick wife at Long Branch, N. J., July 2, 1881, Guiteau fired two shots at him, one of which took effect. After 80 days of suffering, he died Sept. 19, 1881. (See Note, page 343.)

READING.—1. Chamber—his mind's limitations at *first*; palace—his mind's limitation at *last*; blazonry—riches and powers; murders—banishes; deathless—everlasting; thirst—anxiety to know, to excel.

2. That there may be an unrighteous ambition—an ambition that seeks glory for the sake of self-glorification; that with such a person, the fever of fame runs so high that all else is excluded from his thoughts, and he never experiences the contentment of a calmer life, a steadier mind; that one of such a nature is never satisfied.

3. Ambition is a glorious cheat; it may enter the mind of the gifted boy and he sees his mental limitations extended farther and farther, his horizon of knowledge expanded, his name written high over those famed in song and story; now and then he closes his dazzled, wearied eyes and fain would rest, but other conquests lure him on to still greater conflicts, and fill him with a burning desire that no waters will allay.

4. It is of more importance than any other, for no other can be acquired until it is first acquired.

5. It consists in whatever clearly shows that the reader has not correctly interpreted the meaning and the spirit of the author.

6. That the construction of the sentence may be plainly seen, and readily understood; and it often prevents the misinterpretation of a sentence.

SCIENCE OF EDUCATION.—1. Both are alike necessary to the teacher, for to him either would be valueless without the other. True mind growth cannot be effected without an understanding of the way the mind acquires knowledge and without a knowledge of the subject taught. If a teacher does not have a certain knowledge, he cannot cause any one else to have it; if he has it and does not know how the mind acquires it, he yet will be unable to cause any one else to get the same knowledge except, perhaps, in a bungling way.

2. For a knowledge of the subject, the teacher should study works on that subject; for a knowledge of how the mind acquires knowledge, one should study applied psychology or the principles of pedagogy.

3. By appealing to them to acquire the habit of self-control, for in no other way can they rightly aid in the administration of the school; any other way is apt to be capricious or founded on unwise conditions.

4. By having them watch carefully for the parts of words with which they are already familiar; in most cases, the familiar part, together with some other present condition or relation, will make clear the difficulty. The underlying principle is proceeding to the unknown through the related known.

5. In order that she may be able to see the relations of what she is to teach, to the more advanced part of it; and to direct her teaching in accordance with these relations. Also, in order that she may be able to see the relation of the subjects taught to other subjects and to point out these relations to the pupils that they may see the inter-dependence of all knowledge subjects.

ARITHMETIC.—1. $132 \times 352 = 2$

$\underline{264}$

$\underline{\underline{88}} \times 132 = 1$

$\underline{88}$

$\underline{\underline{44}} \times 88 =$

$\underline{2}$

A divisor of 132 must also be a divisor of 264; hence the greatest common divisor of 132 and 352 must be a common divisor of 352 and 264 and also of 88. We now know that the divisor sought must be a divisor of 88 and 132, and by repeating this process the numbers become smaller, and finally the greatest common divisor is found.

2. $27 + 2\frac{1}{4} = 12$. Hence 12 widths 21 feet long will be required.

$$\frac{27 \times 21 \times .90}{9} = \$56.70$$

If the widths run lengthwise of the room, and full widths be bought, the cost will be the same, thus:

$$9 \text{ widths} = 20\frac{1}{4} \text{ ft.}$$

$$20\frac{1}{4} \times 28 \times .10 = \$57.60.$$

But, if a part of a width be allowed, then

$$20 \times 28 \times .10 = \$56.$$

3. $1\frac{1}{8} \text{ yard} : \frac{3}{4} \text{ yard} \quad ; \quad 1 \text{ dress} : \frac{1}{2} \text{ dress} \quad ; \quad :: 12\frac{1}{2} \text{ yards} : (\text{ans.}) \quad 3\frac{9}{16} \text{ yards. Ans.}$

4. $100\% = \text{cost.}$

$140\% = \text{marked price.}$

$14\% = \text{discount.}$

$126\% = \text{selling price.}$

$25.2\% = \text{paid for collection.}$

$100.8\% = \text{amount received.}$

$.8\% = \text{gain. Ans.}$

5. $\frac{10 \times 5 \times 4 \times 1728 \times 40}{2150.4 \times 1\frac{1}{4}} = 32.8 \text{ pounds, nearly.}$

6. $\frac{25 \times 25 \times .7854 \times 4}{9} = 218\frac{1}{6} \text{ square yards.}$

$$(25)^3 \times .523^6 = 8181.23 \text{ cubic feet.}$$

7. The amount of \$2000 for 93 days at 5% is \$2025.83. The discount of this sum for 93 days at 5% is \$26.17, and the proceeds \$1999.66. 93 days after July 1, 1892, is October 2, 1892, the day of maturity.

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
Direct all matter for this department to him.

QUERIES.

487. A swimmer whose eye is at the surface of the water can just see the top of a stake a mile distant; the stake is 8 inches high. Find the radius of the earth. W. T. TURNER.

489. The sum of two fractions is $\frac{1}{12}$ and their difference is $\frac{1}{3}$. What are the fractions? S. Q. P.

490. From a point in the side, and 8 chains from the corner of a square 40-acre field a line is run cutting off $19\frac{1}{2}$ acres; how long is the line? EMMA WOOLERY.

491. The chord of a circle is 40 ft. long, and the perpendicular distance from its middle point to the lesser arc is 4 ft.; find the radius. W. T. TURNER.

492. Why are our presidents inaugurated on the 4th of March. C.

ANSWERS.

475. No answer received.

476. Assume their wages to be \$2 per day.

$12\frac{1}{2}\%$ of \$2 — 25c, the reduction.

\$2.00 — 25c = \$1.75, the new wages.

$\$1.75 + 10\frac{1}{2} = 16\frac{2}{3}$ c per hour.

$\$2.00 + 16\frac{2}{3} = 12$ hours.

$12 - 10\frac{1}{2} = 1\frac{1}{2}$. Ans.

MILF. HALE.

477. 100% — cost of goods.

140% — real selling price.

160% — supposed selling price.

$160 + 140 = 1\frac{1}{2}$ yards, $41\frac{1}{2}$ in., the length of the yard stick. ID.

478. Balboa and four of his companions were beheaded at Santa Maria in 1517. ID.

479. The salaries of country teachers in California range from \$50 to \$60 per month. They are examined in geography, physiology, United States history, arithmetic, orthography, reading, theory and practice, school law, civil government and natural science.

EMILIE BROOKS.

480. The Supreme Court has decided that school boards of cities or incorporated towns are perpetuities, and can make contracts binding their successors in office. But a recent law seems to forbid trustees to employ teachers beyond their own term of office. ED.

MISCELLANY.

THE SOUVENIR MANUAL of the Minnesota educational exhibit for the World's Exposition is a "thing of beauty." It exhibits exquisite taste.

DULUTH, Minn., claims to have the finest high-school building in the United States. It is built of brown stone, occupies an entire block of ground 300x400 feet, and cost \$300,000.

ELWOOD, only a few years ago a mere village, will require this year more than *thirty* teachers. T. F. Fitzgibbon is superintendent and Chas. S. Meek is principal of the high school.

HAMILTON Co. usually over crowds any available room with its institutes, and "takes to the woods." Most sessions of the last institute were held in a grove, but Superintendent Hutchens held the reins, "all the same."

THE MARION NORMAL COLLEGE'S "Fifth Annual Announcement" is tastefully printed and illustrated, and shows the school in good condition. The teaching force has been strengthened, and everything looks well for the future.

PORTER Co.—The institute this year was the largest and best ever held in the county. Figures determined the first point, and unanimous sentiment the second. This was Superintendent Loring's fifth institute, and he has reason to be proud of it.

FRANKLIN Co. employs 115 teachers. The enrollment at the last institute reached 135, and the average attendance 126. Out of this number 107 were neither tardy nor absent. Can any other county beat this record? If so, THE JOURNAL would like to publish the fact. Will H. Senour is the superintendent.

WHEN the teachers of Brookville township, Franklin Co., adjourned their institute they went in a body to the office of their trustee, John C. Ellis, and presented the old gentleman with passage and expenses to the World's Fair, as a token of their regard for his many acts of kindness and courtesy. *Good.*

ANDERSON employs fifty-two teachers, an unusual number of whom have been "away to school." Among them are thirteen State Normalites, ten from the State university and one from each of the following colleges: Butler, Franklin, Oxford, Earlham, Michigan State Normal. J. W. Carr, the superintendent, is a State University man.

IN this number of THE JOURNAL appears the advertisement of the Working Teachers' Library, now being published by the Werner Company, which merits the especial attention of our readers. These books are very carefully printed, and the names of the distinguished educators who are the editors of the series afford ample assurance of the reliability of the subject-matter contained therein.

COLUMBUS has taken two advance steps, and stands in the front rank. The school board has introduced music and drawing, with a special teacher to direct both. The special teacher is Miss Blanche D. Wil-

liams, of Detroit, Mich., who comes highly recommended for the work. J. A. Carnagey continues as superintendent, and is making himself felt. Samuel Wertz remains as principal of the high-school, with Mrs. L. S. Armen as first assistant.

M. L. GALBREATH is the model trustee of the state. He was formerly a teacher himself, and a good one. Now, when the institute is held, he expects all his twenty teachers to attend, and he attends as regularly and as promptly as any of them. His address is South Whitley

A MERITED RECOGNITION.—On the last day of the Franklin Co. Institute at Brookville the teachers determined to show their appreciation of Professor Tompkins and his most acceptable work. Accordingly a fund was quietly collected, and at the afternoon recess the teachers surprised the professor by presenting him a pair of gold-mounted pearl opera-glasses. In the presentation speech he was assured of the friendship and hearty indorsement of the Franklin county teachers. ***

THE SCHOOL JOURNAL of New York celebrates the Columbian year by erecting a beautiful new building for its offices at 61 East Ninth street, near Broadway. The building is 26x86 feet on the ground, six stories and basement, of brick, with stone, mottled brick and terra cotta front, and will be furnished with latest improved electric elevator, lights, hot water heating, open fire places in offices, plate glass, skylights, etc. Work was begun May 9, and will be completed about October 1, 1893.

THE INTER-STATE SCHOOL REVIEW, edited by Miss Lottie E. Jones, at Danville, Ill., begins the new school year in an entirely new dress. It has been materially reduced in size and is very much more convenient to handle than in its old shape. This paper follows the plan of the Journal in employing department editors and in this way secures the services of specialists in all the important branches of work. Each issue contains an abundance of good matter and the paper deserves a liberal patronage.

UNION Co.—Institute convened in Liberty, August 21. The county is small, and requires only fifty-three teachers, yet under the able management of Superintendent C. W. Osborne, sustained by his corps of teachers, only first-class institutes are maintained. Dr. J. A. Woodburn and Prof. J. A. Zeller were the principal instructors. Dr. Woodburn's work on history and civil government was excellent, and captivated all. Prof. Zeller did his part in his usual satisfactory manner, and has been retained for next year, his ninth in succession. SEC'Y.

THE INDIANA NORMAL at Covington has been reorganized, and starts off with an entirely new corps of teachers. The new president is W. A. Furr, a State Normal graduate and for two years past superintendent of the Veedersburg schools. G. W. Gayler, late superintendent at Flora, will teach literature and rhetoric. B. A. Ogden, of Montezuma, but for the past year a graduate student in Chicago University, will teach history. H. A. Hall and wife, of Ladoga, have charge of the commercial work. Certainly good work may be expected from such a corps of teachers.

PERSONAL.

- F. F. HOSTETTER directs at Dale.
- L. E. KELLEY is principal at Roll.
- J. S. HUSSEY has charge at Carmel.
- J. D. BRANT is autocrat at Chrisney.
- C. M. McCONNELL has captured Atlanta.
- T. L. PRIEST is principal at Grandview.
- G. H. ZAPY is principal at South Whitley.
- S. W. HILLMAN superintends at Montpelier.
- G. H. REIBOLDT is in the ascendancy at Laurel.
- MISS EVA SCHOLL is principal at Lyons Station.
- W. C. STUHRMAN is the best man at Gentryville.
- CALVIN RANDALL holds sway at Fisher's Station.
- DANIEL MCCARVER takes the lead at Monroe City.
- J. A. SLATER is the person in charge at Millgrove.
- J. W. STRASSELL directs the schools at Mariah Hill.
- R. L. THIEBAUD is in charge of the schools at Patriot.
- H. S. VOORHEES is high-school principal at Brookville.
- S. A. HUGHES is recognized as authority at Bruceville.
- PAUL WILKIE is at the head of the Churubusco schools.
- JAMES GERRARD, of Vandalia, is principal at Newtown.
- ELMER C. JERMAN is principal of the school at St. Paul.
- WM. F. FIPPEN is principal at the classic town of Cicero.
- JOHN M. SCHNELL is principal of the St. Meinard schools.
- J. H. HAYWORTH is the high-school principal at Edinburg.
- A. V. HODGINS is the man to send circulars to at Westfield.
- WALTER PAVEY is principal of the schools at Bunker Hill.
- J. I. LAMBERT is the new superintendent at Hartford City.
- C. A. WILLIAMS is in charge of the Odon schools this year.
- O. C. FLANEYAN is the new high-school principal at Tipton.
- D. V. WHITELEATHER is directing school matters at Larwill.
- DAVID WELLS, formerly at Carmel, is in charge at Sheridan.
- J. M. ASHBY directs the young ideas how to shoot at Arcadia.
- W. J. PAXTON is principal at Fayetteville (Orange postoffice.)
- CLARA E. KINNEY is principal of the Columbia City high-school.
- L. H. HIGHLEY goes from Butler to take charge at Rolling Prairie.
- H. M. ROYAL is principal of the schools at Richland City, Lake P. O.
- J. F. HAINES continues to be popular as superintendent at Noblesville.
- MATTIE MCKAY has been elected principal of one of the Peru schools.
- L. N. FOUTS, of the Covington Normal, goes to Brownstown as supt.

BENJAMIN RIDGE leaves Alton to take the principalship at Easton, Ill.

U. A. TAYLOR is the new principal of the Crawfordsville high-school.

A. E. HUMKE started off the Vincennes schools in good style this year.

CHARLES AMMERMAN is the new superintendent of the Charlestown schools.

DANIEL SCHWEGEL is the man who directs the school interests at Oldenburg.

W. H. JOHNSON, formerly county superintendent, is principal at Bicknell.

E. A. REMY has entered upon another year's work as superintendent at Tipton.

R. E. HARRIS, of the Monticello high-school, has quit teaching for two years.

WALTER DUNN, of Terre Haute, succeeds to the principalship at Waveland.

L. T. RETTGER, of the State Normal, is becoming a popular institute instructor.

JOHN ANDERSON is the man to consult about school matters at Edwardsport.

M. V. TROTH, a State Normal man of the class of '92, continues at Wheatland.

STUART MCKIBBIN, of Michigan, is principal of the high-school at South Bend.

WALTER IRVIN has entered his sixth year as superintendent at North Manchester.

MILES K. MOFFETT has begun his fifth year as principal of the Maplewood school.

JAMES SHEEDY (Falmouth postoffice) is principal of the Fairview graded schools.

S. B. McCACKEN, a State Normal man, continues as principal of the Elkhart high school.

L. A. SMART is the Windfall man. He conducts an educational column in the Tipton Times.

H. G. STRAWN, class of '93, State Normal School, is principal of the high-school at Paxton. Ill.

E. W. RETTGER, of the class of '93, Indiana University, has charge of the Rensselaer high-school.

MISS EFFIE PRESTON, class of '93, State Normal, is first assistant in the high-school at Waveland.

A. J. WHITELEATHER, a State Normal man of some years' standing, is the principal at Etna Green.

A. W. JONES is principal of Spiceland Academy, and also superintendent of the Spiceland schools.

A. C. YODER, Margaret Holland and Geneva Huffman are all principals of the Vincennes high-school.

MINNIE McMAHON, of Huntingburg, goes into the Crawfordsville high-school as teacher of language.

J. H. TOMLIN continues as superintendent of Rockport, with Charles L. Pulliam as high-school principal.

E. M. TEEPLE is the name of the man who takes C. W. McClure's place as superintendent of Brookville.

M. F. BABBITT leaves Huntingburg to take the schools at Audubon, Ky. Dubois county will regret this change.

J. H. REED, a graduate of the Danville Normal School, is one of the faculty of the Southern Normal at Mitchell.

W. F. L. SANDERS continues to superintend the schools at Connersville, with Ross S. Ludlow as principal of the high-school.

P. H. KIRCH, who was appointed fish commissioner for the state by the Governor, will continue in charge of the school at Columbia City.

EDWARD TAYLOR, the well-known historian, late superintendent of the Warsaw schools, has been elected superintendent of schools at Owensboro, Ky.

ROBERT SPEAR has entered upon his twelfth year as principal of the Evansville high-school. His building is elegantly papered throughout, and his facilities for good work are ample.

L. O. DALE, for many years superintendent of Wabash county, and president-elect of the State Teachers' Association, will spend two years as a student in the State University.

CHARLES A. BARRY is the new professor of languages in Vincennes University. Professor Barry has been president of the Association of Interpreters for the Columbian Exposition.

M. L. HOFFMAN, a graduate of the State University of 1885, who has been in the Minneapolis high school for several years, has decided to take a post graduate course at Cornell, making a specialty of physics.

H. S. GILHAMS, a State Normal graduate of '93, has resigned the principalship of the LaGrange high-school to accept the superintendency at Lima. Lima is one of the best school towns of its size in the state.

J. M. JOHNSON has sold the Marengo Academy to Messrs. Brown and Wagoner, and retires from the profession in which he has been engaged for many years. The teachers of Crawford county will hardly know how to go on with their work without their old and faithful friend.

A. J. DILLON, late superintendent of Fulton county, was recently married to Miss Alice Edwards, of Rochester. Mrs Dillon has been for years one of the most successful primary teachers and for the present will continue her work. Mr Dillon since quitting the school work, has been engaged in the insurance business and has met with large success. He is now State agent for the Continental of N. Y.

GEO. F. FELTS, for many years superintendent of Allen county, but last year a student at Michigan University, spent his vacation at his old home, Fort Wayne, but has returned for a second year at the university. Mrs. Felts accompanies him, and is a fellow-student, but not along the same lines.

R. A. OGG has been superintendent at Greencastle for six years, and goes "right on." When he began, his high-school numbered 86; last year the number was 146. This is 17 per cent. of the entire enrollment—the highest yet reported—and that, too, in a college town. Miss Martha Ridpath is principal of the high-school.

DR. CHARLES A. DRYER, of Fort Wayne, has been elected to the chair of geography in the State Normal, to take the place of Prof. M. Seiler, transferred to the department of German. Dr. Dryer formerly taught physics in the Fort Wayne high-school. He ranks high among scientific men, and is thoroughly liked by people who know him best.

E. P. CUBBERLY, a graduate of the State University, for the past two years teacher of science in Vincennes University, has been promoted to the presidency of that institution, to take the place of E. A. Bryan, resigned. Mr. Cubberly is a young man of much promise. The trustees of the university made no mistake in promoting him to a responsible position.

ARNOLD TOMPKINS has sold his property in Terre Haute, and has entered Chicago University, where he will spend the year in study. Prof. Tompkins is a man of unquestioned ability, and he is an inspiring teacher. At the end of his course in the university it is to be hoped that he will find a good place and return to Indiana, for the state needs him more than he needs the state.

PROF W. B. WOODS, who has been a member of the faculty of the State Normal School for the past twelve years, has been notified that he was not re-elected for the current year. The correspondence between the authorities and Prof. Woods has been recently published. From this we learn that the chief reason for the non-election, and the only one specified, was that "the board had heard that he was in sympathy with Professor Tompkins and the students, and voted and acted with them in the alum meeting." Professor Woods makes a statement of his position, which seems to be reasonable, and an outsider would say, entirely satisfactory, but he gets as a final answer, "Your statement of your position toward the school is not satisfactory, and you were, therefore, not re-elected."

RICHARD G. BOONE has been elected to the presidency of the State Normal School of Michigan, located at Ypsilanti. His work began September 15. The Michigan State Normal has an attendance of over 1,100 students, and there are forty members in the faculty. It is regarded as one of the best normal schools in the country, and is provided for liberally by the state. The salary is \$3,500 a year, and the position is most desirable in every respect. Professor Boone has been connected with the Indiana University for the past seven years, and

has had charge of the department of pedagogy. Under his care this work has always been very popular and few men have been connected with the institution who have been more successful or were held in higher regard by the students generally. Indiana has lost a number of strong men within the past few years, but perhaps none who will be more missed than Professor Boone, owing to his prominence as an institute instructor. He stands for what is best in education and what is best in ennobled manhood. His success in his new field is assured from the start.

BOOK TABLE

"**THERE** are dictionaries and dictionaries, and the Noblest Roman of them all is Webster's." This was said of the latest "Unabridged" by a prominent writer. As it was true of that work, how much more applicable the statement is to its successor, the "International," which after a vast outlay has been brought to completion and placed upon the market.

INDIANA AND THE NATION, by Cyrus W. Hodgin, Earlham College, is published by D. C. Heath & Co., Boston and Chicago. Civil government, at present, has a place in the curriculum of every high-school. This is a proper thing, as the necessity for intelligent citizenship is a crying demand of the times. But, as there is a large class of boys and girls who never reach the high-school, a younger book than that ordinarily published was called for. The ordinary text-book on civil government deals almost exclusively with the nation. Mr. Hodgin has sought in his book to give especial prominence to the governmental affairs of the states. The state machinery in its executive, administrative and judicial departments is fully set forth in these pages in simple yet comprehensive language. An appendix gives the state constitution and the constitution of the United States, with a thorough and complete analysis of the latter, thus giving the book a perfect right to the title "Indiana and the Nation."

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

GENTLEMEN who have tired of the confinement of the school-room, and are looking for more profitable employment, will do well to address the American Collecting and Reporting Association, Rooms 2, 3 and 6, Boston Block, Indianapolis. 10-2t

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

APPRECIATED.—Every year teachers are being more appreciated and more liberally paid for their services; but in a great many localities they are as yet very poorly paid for the service rendered, and find it necessary to do something else to supplement their incomes, and all who need to do this would do well to apply to B. F. Johnson & Co., Richmond, Va.; they will tell you about something that will interest and profit you. 10-1t

EXPERIENCED AND SUCCESSFUL TEACHERS prepared for *Supervisory Positions or Public Work* Classes limited. Personal instruction if desired. Also, *Courses of Lessons in Psychology and New Methods of Teaching*, beginning January 1, May 1 and September 1. For terms, etc., address LELIA E. PATRIDGE, Institute Instructor and author of "Quincy Methods," 6332 Union Ave., Englewood, Ill. 10-3t

THE C., H. & D. RAILROAD have issued a handsome panoramic view, five feet long, of Chicago and the World's Fair, showing relative heights of the prominent buildings, etc.; also a handsome photographic album of the World's Fair buildings, either of which will be sent to any address postpaid on receipt of 10c in stamps. Address D G. Edwards, General Passenger Agent World's Fair Route, 200 W. Fourth street, Cincinnati, O. 10-1t

A NEW DEPARTURE.—The National Mutual Life Insurance Company of New York occupies a new field of life insurance. It issues policies to many persons who by reason of occupation, over or under weight, former illness, family history, etc., etc., have heretofore been denied the benefits of life insurance by other companies. This is done by charging a rate corresponding with the risk assumed, the same as fire, accident and marine insurance. Hitherto this idea has been lost sight of, and applicants for life insurance who could not conform to certain cast iron rules in which prejudice often plays a larger part than common sense, have been rejected and unable to obtain protection for their families. Scores of people can be found in every community who have been rejected by some life insurance company, who, by continued good health, have proved themselves good risks and have lived longer than many who have been accepted. We are of the opinion that a very large proportion of these risks could be written with safety and profit by a proper system of rating. It has been successfully done in England for the past thirty years. The National Mutual Insurance Company has originated the Adjusted Rate Plan and proposes to extend the benefits of a good insurance on a perfect, sound and equitable basis, to a large class of deserving persons who, for trivial reasons and technicalities carried to an unwarranted extreme, could not obtain the insurance of which they stand specially in need and provide means of comfort and happiness for those they leave behind them.

FOR THE WORLD'S FAIR.—Special Parlor Car for Indianapolis people leaves the Union Station at 10:45 a. m. daily for Chicago via the Big Four World's Fair Route, landing passengers directly at the World's Fair grounds at 4:15 p. m. Returning, the car leaves Chicago at 8:25 a. m. and the World's Fair grounds at 8:44 a. m. daily, reaching Indianapolis at 2:35 p. m.

This is in addition to the local Indianapolis and Chicago sleeper via the same route, which is open for passengers at 9 p. m. every day, leaving the Union Station 12:45 midnight, reaching the World's Fair grounds at 7:10 a. m. and Chicago proper at 7:30 a. m. Returning, leaves Chicago at 11:30 p. m. and the World's Fair grounds at 11:49 p. m. daily, reaching Indianapolis at 6:00 a. m.

In addition to these the Big Four has three more, making five in all, vestibule passenger trains with the finest coaches, parlor and reclining chair cars, dining cars and superb standard and compartment buffet sleeping cars, daily each way between Indianapolis and Chicago, landing and receiving passengers direct at the grounds.

These trains run daily as follows:

Leave Indianapolis, . .	10:45 a.m.	11:50 a.m.	4:00 p.m.	11:30 p.m.	12:45 a.m.
Arr. Chicago.....		4:35 p.m.	5:15 p.m.	9:50 p.m.	6:55 a.m.
Leave Chicago.....		8:25 a.m.	1:30 p.m.	8:10 p.m.	9:15 p.m.
Arr. Indianapolis, . .	2:35 p.m.		7:15 p.m.	2:25 a.m.	3:40 a.m.

6:00 a.m.

S. R. WINCHELL'S TEACHERS' AGENCY, 262 Wabash Avenue, Chicago, differs materially from others. It seeks the co-operation of those who employ teachers. It procures teachers for positions, not positions for teachers. It seeks after and solicits the enrollment of the best teachers, and accepts no others. It aims to be a national registry of all the best teachers, as well as superintendents, professors, and principals so that schools in any part of the country seeking for the best educated talent, may use the Agency as a directory. It accepts no registration fee from teachers, except twenty cents for correspondence. It does not notify teachers of vacancies, nor ask them to apply for positions unless requested to do so by the boards. School boards are invited to consult it without expense. The usual commission is charged to teachers whose names are registered, when they are selected for a position through the aid of the Agency. Application from teachers should be accompanied by 10 cents in stamps, with full statement of age, education, experience, and the salary wanted, also a photograph and testimonials. In reply an enrollment blank will be sent or the papers and photograph returned.

THE INDIANA READING CHART is the only one suitable to use with the Indiana First Reader. It is practical, complete and cheap. A copy sent for examination by mail, and may be returned if not wanted. Send for circular. Address the author, EDWARD TAYLOR, Owensboro, Ky.

THE INDIANA SENTENCE BUILDER is needed in every primary school in Indiana. Every word of the first forty pages of the Indiana First Reader printed large on cardboard, with two boxes, for busy seat work. Ask for a circular and sample. EDWARD TAYLOR, OWENSBORO, KY. 10-1

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INDIANA SCHOOL * JOURNAL

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HISTORY OF EDUCATIONAL JOURNALISM IN INDIANA.*

BY GEORGE F. BASS.

Nearly fifty years ago an Indianapolis man named West started a paper which he called the "Common School Advocate." We have been unable to learn anything in regard to the man, and very little of the paper. Judging by the name of the paper the editor was *faced* the right way. This is right. Face in the right direction, and *move*. Keep moving. The rapidity of the movement is not so important as the direction. The purpose of this editor must have been, at this early period, to stimulate the common school idea. This was in 1846—the first attempt, so far as we have been able to learn, to publish an educational paper in Indiana. This is the only reason we mention it, for its career was very short. Only one number was published.

We find no account of any other attempt at publishing an educational paper till 1852. At this time an Ohio man came to Indianapolis and started a paper called "The Educationist." Only three numbers of this were published.

*Prepared for the National Educational Association held at Chicago,
July, 1893.

There was another journal in these early years that had a longer life than either of these. The length of the period of its existence is, however, a matter of inference with us. The only account of the paper that we saw is in Vol. IV of THE INDIANA SCHOOL JOURNAL. The editor refers to a correspondent by the name of Gilkey as an "ex-editor and *frequent* correspondent to 'The Indiana Journal of Education,' a John the Baptist of THE INDIANA SCHOOL JOURNAL."

In 1854, at the first meeting of the Indiana State Teachers' Association, the desirability and practicability of starting and sustaining an educational journal was discussed and referred to a committee, which reported at the next meeting as follows:

"*Resolved* (1), That the association will publish an educational journal similar in size and typographical execution to 'The Ohio Journal of Education.' (2.) That this journal be conducted by nine editors appointed by the association, one of whom shall be styled resident editor."

The paper was named THE INDIANA SCHOOL JOURNAL, and George B. Stone, then superintendent of the Indianapolis schools, was appointed resident editor, which meant editor-in-chief.

Members of the association pledged themselves to take 500 copies, and W. B. Smith & Co., a book firm of Cincinnati, donated \$200 toward the support of the paper.

The editors worked for the *love* of the cause *only*. (*All* editors work for the love of the cause *now*—and something else.) We have been unable to find any statement of their receiving a penny for their services. For a short time the association did pay a traveling agent. The editors were school teachers who did the editorial work for the *honor* there was in it. They had honors thrust upon them. The work was done during their leisure hours, perhaps between 10 P. M. and 2 A. M.

This was the beginning of THE INDIANA SCHOOL JOURNAL that is still in existence, but not owned and published by the state association for the good of the cause. It now has the largest circulation of any educational publication in the state, and there are only two older educational publications in the United States—"The Ohio Educational Monthly" and "The Pennsylvania School Journal." It is edited for two purposes now: 1. For the good of the cause. 2. For the good of the editor's purse. It has for years been successful in both.

A history of this paper will form a central thread of the history of educational journalism in Indiana. True, many other papers have appeared, and some are still published. But THE JOURNAL, like Aaron's rod, has swallowed up the most of them.

What, then, has this paper stood for in the educational field?

Its first editor, in a lengthy editorial, sets up his ideal for the paper. He thought an educational journal should unite and centralize the influence of the profession. This influence thus centralized would give character and dignity to the profession, and as a result would call into the ranks of teachers men of superior talents and attainments. His first object, then, seems to have been that of raising the standard of the profession so that the teacher might have influence over the people, and educate the public as well as the children. He argued further that unless the work of the teacher be recognized as honorable and influential, men of talent would not engage in it. He believed that an educational journal at that time, 1856, should reach the people in a manner that would cause them to regard the profession of teaching as *the important profession*. In setting forth what he hopes the paper will accomplish he says: "It will be the organ of the teachers, the medium by which

they may reach the schools, the people and each other. Through it they will become acquainted with the condition of education throughout the state, its wants, progress, and the life and vitality of one section will be communicated to another. We shall see and know what we are accomplishing."

His idea was, as he himself states, that teaching must be a life business before we can expect the good results that all so much desire. He believed that an educational journal properly conducted would bring about these conditions.

As to the character of the matter an educational journal of that day should publish he says: "We do not think a periodical strictly professional best suited to our present wants. We need a wider field. The interest of the *people* must be awakened, and our articles should be of a character to interest parents and children as well as teachers."

He seemed to recognize the fact that what the people demand will come. He proposed to reach them *directly* through his paper, rather than *indirectly* through the school by making better teachers. This would have been a slower process. The conditions, then, were such that we could not afford to wait. There had to be a demand from the people for better schools. This he hoped to create by his paper; but history shows that he did not get a sufficient number to read it. But he was faced the right way, and did a great deal of good. The people have been reached, but we need a firmer grasp on them yet. There is still much room for improvement in our schools. There is a mission for educational journals and normal schools.

In looking through the volumes of this paper we find, in the earlier volumes especially, that the information side is made most emphatic. Even in the professional

articles this is true. There is not so much on the philosophy of teaching as we find in the best journals of to-day. There was almost no attempt to view a subject as related to the child. The point was to give the child information and have him "git a plenty while he was a gittin'," as the "Hoosier School Master" puts it.

After two years and a half Mr. Stone resigned, and Mr. Henkle took his place as editor of the journal. This was about the middle of 1858. The paper was out of debt, but the prospects for the future were not encouraging. The Supreme Court had declared free schools unconstitutional, thus throwing many teachers out of employment. This, of course, cut down the subscription list and gave the journal fewer readers. But it pushed on, and vigorously discussed the free school question in its columns.

At each meeting of the association the desirability of continuing the journal was discussed. Sometimes it was criticised as being too strictly professional. But the discussion always closed with pledges of support. At one time there came a proposition from "The Indiana Farmer" to unite the agricultural and educational interest by combining the two papers, but this proposition was promptly laid on the table.

In August, 1859, Mr. Henkle left the state, and Mr. Phelps took his place. In December, 1859, the association transferred the management of the journal to Mr. Phelps, allowing him to make all he could out of it. The association remained a kind of guardian for it, but did not agree to foot the bills. It, however, agreed to give the same spiritual support as before.

In 1862 Mr. Phelps transferred the journal to Mr. George W. Hoss. The circulation had dropped to only 150 paying subscribers on account of Mr. Phelps' illness. Mr. Hoss put a great deal of vigor into the work, and in

1869 took in W. A. Bell, its present editor and publisher, as an equal partner. The circulation at this time was about 1,100. In July of 1861, Mr. Hoss having been elected president of the State Normal School of Kansas, sold his interest to Mr. Bell. It has increased in circulation and influence from that time to the present. Its circulation has not fallen below 6,000 in the last ten years, and has at times reached 8,000. This journal has always stood for the best ideals in education. While it does this it keeps its fingers on the pulse of the great body of teachers. It is careful to interpret the present conditions. It does this to know how strong educational doctrine the great body of teachers is able to master. It believes in the philosophy of teaching, but it also believes in placing that before the teachers which is not so far above them that it is impossible for them to grasp it.

It does not forget that a large per cent. of the teachers of the state are not trained for the profession. While THE JOURNAL wishes this were otherwise, and is doing all it can to urge teachers to make a thorough preparation for the work of teaching, it feels that for the sake of the children in schools something ought to be given for the present needs of these untrained teachers. So in its pages will be found a variety of articles, some setting forth strong pedagogical doctrine, others showing how to apply it to common every-day school work.

Teachers often demand matter of a school journal that the editor does not believe to be of the highest type. He gives it, however, in order to get them to take the journal and read that which is nearer his ideal. To lift people up we must go down to them, but we must not stay there. We must start up with them as soon as we have a firm grasp on them. This, we believe, is the policy of THE INDIANA SCHOOL JOURNAL at the present time.

Mr. Bell is now the sole owner and publisher of this paper. He employs several department editors. In 1875 A. C. Shortridge and Geo. P. Brown became associate editors of THE JOURNAL, but they remained in connection with it only a short time. From the first issue of this paper it has been a power in the educational work of the state. It has always been progressive, and sometimes aggressive. It has always seconded every effort to attain higher ideals, and often led. While some of us, at times, have thought that it was not quite vigorous enough, we shall all agree that it is faced the right way and is moving.

Many other educational papers with good motives have sprung up in this state from time to time, but most of them have suspended or been swallowed by THE JOURNAL, or some foreign paper.

In 1867 A. C. Shortridge issued a youths' paper called "The Little Chief." It continued for several years, reaching at one time a circulation of 1,200.

"The Indiana Teacher," published at Indianapolis, made its first issue in January of 1869. It was united with THE INDIANA SCHOOL JOURNAL in July, 1869, when Mr. Bell became half owner. This paper was published by Messrs. Bell, Brown and Shortridge.

In January, 1873, Mr. A. C. Shortridge and Mr. Geo. P. Brown issued the first number of a monthly paper called "The Educationist." It was continued till December, 1874, when it was united with THE JOURNAL, and its editors became associate editors of THE JOURNAL.

"The Northern Indiana Teacher" was a paper issued from South Bend in 1874. It was ably edited by Mr. H. A. Ford.

"The Educational Weekly" was started and conducted by Mr. J. M. Olcott for a year or two, when some east-

ern paper bought it. The field was not rich enough to sustain a weekly paper. This was a bright little paper, and had a fair subscription list.

There are at present several papers published, but most of them, if not all, are published in the interest of private normal schools or by county superintendents in the interest of their own counties. One of the largest of these is a semi-professional paper called "The Student" and published at Valparaiso.

NEW THEORY OF INTERMITTENT SPRINGS.

M. L. HOFFMAN.

The commonly-accepted theory for the explanation of the phenomena presented by intermittent springs, is that there exists somewhere in the rocks a cavity with a siphon-shaped outlet, and that the inflow of water into this cavity is slower than the siphon, when once started to operate, can carry the water out. It is not necessary to go into a full explanation of this theory, which at first thought seems plausible enough, for almost every reader of this will already be familiar with the theory, or, if he be not, can readily find it fully set forth in many different books.

But how about this theory? Will it account for the facts? Let us see.

At Rogersville, Tenn., so we read,* there exists an intermittent spring, which rests for several hours and then flows for half an hour so copiously as to form a considerable brook, *i. e.* a stream five or six feet wide and six inches deep. We wish we could speak from personal observation in regard to this spring, but perhaps some one who reads this has seen it and will know whether the statements made are correct or not.

*See foot note, Butler's Physical Geography.

Now for the theory: It is easy to get an intermittent flow, somewhat like that described above, by taking a vessel with a siphon-shaped tube for an outlet and pouring in water till the siphon is filled and started to flowing, and then watching it flow out till the siphon ceases to operate, and then pouring in water till it starts again, and so on. But after awhile, like a monster from the deep, to some of us there may come from the deeper depths of thought a dilemma, on either horn of which the theory is hopelessly and fatally impaled. Behold the dilemma: If the inflow of water into the cavity is as fast or faster than the siphon can carry it out, the cavity will always be full and the flow will be continuous; if the inflow is slower than the siphon can carry out the water, the upper part of the siphon will never be entirely filled with water, some air will always remain in the siphon, and it will never be set in operation. The result will be a continuous flow as before.

The presentation of the first horn of the dilemma is sufficient to satisfy any rational being who knows that discretion is the better part of valor. The second may need more attention.

In the above illustration we have a section of such a cavity, with a siphon-shaped outlet and an inlet smaller

than the outlet. If the cavity be supposed to be empty, and the water to flow in at A, the water will rise in the cavity and in the outlet till it overflows at B, and this overflow will increase till it equals the inflow at A, but as the passage at B is larger than the passage at A this overflow will never be great enough to fill the siphon. Some air will always remain in the upper part of the passage at B, and the siphon will never be set in operation.

It is easy to construct a piece of apparatus having a cavity for containing water and a siphon-shaped tube for an overflow.

An arrangement can be attached by which there may be a constant inflow through a tube of smaller bore than the siphon tube. Such a piece of apparatus will give a constant flow through the siphon, provided the bore of the siphon is not so small that capillary attraction can set it to operating. If the bore of the siphon be one inch or more an intermittent flow can not be obtained. In the case of a passage through the rocks large enough to produce such a flow of water as in the case of the spring referred to in the first part of this discussion, capillarity could have nothing to do with starting the flow of the siphon, and it would be utterly impossible for man himself to construct such a cavity and passages in the rocks as to get an intermittent flow, not to say anything about the probability of nature accomplishing such a feat by accident.

The writer of the Eclectic Physical Geography says nothing about true intermittent springs, but contents himself with explaining how wet-weather springs may be caused. With such springs this article has nothing to do, and there is nothing particularly remarkable about them any way.

There is another example* of intermittent springs in Palestine, which is said to flow, at the present time, every third day. This is also supposed to be the famous Sabbath river which Josephus said flowed only on the Sabbath, and it is further supposed that the flow of the spring has changed since then from flowing on the seventh day to flowing on the third day. We are inclined to think, however, that the chances would be largely in favor of Josephus not stating the facts with scientific accuracy, rather than that the spring should have changed its flow in a time so short from the standpoint of the geologist. This time-honored theory having been shown to be utterly worthless, we find ourselves confronted by a very wonderful phenomenon which, as yet, has not been explained. The old theory being removed, however, leaves room for something new. We venture to suggest the following theory, not as certain beyond all reasonable doubt, but as possible and probable:

In limestone regions as the limestone is dissolved by the flow of water, thus forming caves and subterranean water courses, may not a rock by this dissolving process be left so balanced in a subterranean channel as in one position to block the passage of the water, but, tilted into a new position, may it not allow the water to pass? Such tilting rocks are frequently found on the surface, where they have been left nicely balanced by the melting of glacial ice. The same might—nay more—would be almost certain to occur where loose rocks are constantly but very slowly changed in form and size by the constant dissolving of their own substance. If such a balanced rock were lying in a water channel, with its heavier end up stream in such position that when the heavier end was down it would block the flow of the water, the water rising around that end would, by its buoyant force, tend

*See foot note, Butler's Physical Geography.

to lift the heavier end and to tilt the rock into a new position. Now, it may be argued that such a rock would not fit the channel closely enough to stop the flow of the water. To this we will say that if the rock at first only caused a slight variation in the flow, the movement of the rock would cause it to wear away most rapidly at the points of contact when it dropped back in such position as to impede the flow. Thus the variation in flow would become more and more marked until there would be formed an almost perfect natural valve, which would fully explain the flow of such a spring as the one in Tennessee, where, it is stated, the channel is quite dry during the periods of repose.

In the light of this theory tradition and science would seem to verify each other in regard to the spring in Palestine, for the wearing of the tilted rock would be most rapid at the heavier end, where contact occurs, and as this end became lighter it would take less water to tilt the rock, and so the flow would become more and more frequent. This is just what has occurred if the statement of Josephus refers to the same spring and is correct.

We hope that what we have here set forth may call attention anew to this subject, and lead to such investigations as will establish the truth of our theory or bring out and establish a better theory.

A SOFT ANSWER.

In a former issue of this paper the subject, "Teachers' Notes to Parents," was discussed. A recently-published anecdote concerning Lincoln and Stanton bears directly on the matter. Secretary Stanton was once greatly vexed because an army officer had refused to understand an order, or, at all events, had not obeyed. "I believe I'll

sit down," said Stanton, "and give that man a piece of my mind." "Do so," said Lincoln; "write him now, while you have it on your mind. Make it sharp; cut him all up." Stanton did not need a second invitation. It was a bone-crusher that he gave to the President. "That's right," said Abe; "that's a good one." "Whom can I get to send it by?" mused the Secretary. "Send it!" replied Lincoln; "send it! Why, don't send it at all. Tear it up. You have freed your mind on the subject; that is all that is necessary. Tear it up. You never want to send such letters. I never do."

It is quite a safe rule to follow, never to send a letter to a parent on the same day of the provocation. This provocation may be an unkind, irritating note from the parent, or exasperating conduct on the part of the pupil. If you feel you *must* write the letter do not send it. Lock it up in your desk over night, and in the morning, when rest has calmed the nerves, and when the excuse of annoyance has passed away, then take the note out and read it. In all probability you will not want to send it now. You will want to soften some of the harshness. You will want to substitute some milder expression. You will want to make it less mandatory. It has really been a fortunate thing for you that you *did* let the sun go down on your wrath.—*Intelligence.*

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

IDEALS.

Ideals are universal elements in mental change, whether that be for better or for worse. We are accustomed to think ideals as being elevating, as always having a tendency to make the person better. But, as used here, the

ambition of the amateur burglar to become more proficient in his work—this proficiency, which he holds up and tries to reach, is an ideal. A more complete life of crime is the ideal of the hardened criminal, just as is a life consecrated to virtue and purity the ideal of the virtuous. No change occurs without the idealizing process. An uncomfortable physical condition will give rise to ideals of comfortable ones. The seat and desk may be too high or too low, the pupil may be too warm or too cold, or his seat may be too far from the black-board. Any of these will suggest their opposites, and although the child may not decide to change to the more comfortable, yet he becomes restless and uneasy, and is, by so much, less able for the legitimate work of the school. Any complaint of physical discomfort should be listened to. On a very familiar basis ideals may be classified as intellectual, emotional and volitional. Intellectual ideals may be further divided as those pertaining to the body and those to the mind. Those of bodily comfort and discomfort already suggested are very immediate ideals, while those relating to a sound body and the food and exercise necessary to keeping it so are somewhat further removed. Then, in connection with the latter, are those of ease and grace in sitting, standing and walking. All these are legitimate ideals to have for the body itself.

The child's ideal of what he thinks is desirable to know is usually measured by what he thinks is the intellectual status of some one he admires. It may be an acquaintance of the family, his father or his teacher. At best it is a very indefinite quantity, but to the child it is a point he hopes some time to reach. The more immediate ideals, those that must be held up and worked toward first (while all these immediate ones fit into the whole the child has indefinitely in mind) must, in the school part of his life, be suggested by the teacher. The teach-

er helps him set up an ideal of knowledge about the butterfly, the beech-nut, the number 10, the reading lesson and the country where the little brown baby lives. The main intellectual ideals here are those relating to the subjects treated of in his different lessons. This fact suggests this little pedagogical idea: that as far as possible the child should see where he is going—the drift of the work. This enables him to have before him a comparatively definite ideal or purpose, and makes his work more energetic and intelligent. As has frequently been said before, lessons conducted on the "development" or "surprise" idea do not yield their fullest educative value. As a rule we think we have discharged our full duty as a teacher when we have helped the pupil to set up these intellectual ideals and have insisted on his realizing them. We forget we have ministered to but one phase of the child's nature. The child should see himself as possessed of greater sympathy for other people, a greater appreciation of their struggles and failures, and a greater charity for their shortcomings. To be sure, these ideals of what he should be emotionally must be preceded by a knowledge of these different qualities, and that phase would come under the first-class of ideals; yet they are especially to strengthen the emotional side of the child so they will be spoken of under this second head. As well as these ideals concerning our feelings for other people, there are appreciations of beauty that are foreign to many grown people as well as to children. Too many of us are blind to the beauties, the harmonies of nature with which we are surrounded. Then there is the whole realm of fine arts—of architecture, sculpture, music, painting and literature—and how little of the beauty we see in it. Many of these forms of art are outside our range of experience. It may be impossible to see the finest types of architecture and sculpture, to

hear classical music, and to see real works of art on canvas, but literature is within the reach of all. Yet because all these are not at hand it does not follow that elementary ideas of forms and colors and musical sounds may not be given even to children. So the lessons on form and color and music are ministering to this particular nature of the child. Since literature is always with us the children, from the first, can be brought face to face with a genuine work of art itself. Then, too, the decoration of the school-room, the color of its walls and wood-work, the pictures on the walls, the vases for flowers, and even the chairs and tables, prosaic as they are, should all be determined and selected with the idea that they all help the children in "concreting" their ideas of beauty or perfect adaptation in this line. Is it too much to say the teacher herself should be an artist in respect to her dresses, ribbons, aprons, hair-dressing, etc.? I recently heard a very successful teacher remark that she had no dress that she considered too good to wear to school; that if she wished her gowns to be appreciated she knew of no better place to find such appreciation than with her pupils. Of course, the old adage, "He who wears his Sunday clothes every day has no Sunday clothes," has its force, but the pedagogical fact remains that a teacher's personal appearance becomes in many ways aesthetic ideals to the children.

Still further emotional ideals are those relating to the moral and religious nature. A clearer perception of right and wrong, of the *I ought*, of a proper reverence for the Divine Being—all these are properly ideals the school should help the child set up. It must be remembered that primary children confine their thinking mainly to particular, concrete facts or things, and any sort of lecture upon such ideas has no force. Such ideals must be presented by giving concrete instances of these par-

ticular qualities. It may be an incident of heroism of any kind in the school where the pupils know the one possessed of the particular quality, or it may be gotten from a story read to them. Then, too, they may know of instances which may be related showing this desirable condition.

The final ideals to be suggested are the volitional, the ones without which the others mean comparatively little as character-builders. As well as seeing what these ideals are, and that they are desirable, the child should also decide that they shall become elements in his own life, and in so deciding he should not be made to think that he will meet no difficulties in their realization; rather that it will require a firm determination and persistency to put down the old self and in its stead put the higher one. But he must also be made to feel that he has sufficient power to come off conqueror in the struggle. The teacher must be ever ready to exercise the same charity toward the child in his many failures to reach these ideals as he believes a truly ideal person should have. It requires more of tact, patience, sympathy, appreciation and charity than it does of force, sternness and compulsion. The great end of all these ideals is character, and never for a moment should the teacher lose sight of this universal element, but should each bend her energy for its accomplishment.

SPELLING.

The real nature of the subject of spelling, together with the phases into which the subject falls, is almost a new field in the line of methods. Probably there is little doubt that the boys and girls who attended school in the preceding generation were, as far as mechanical spelling is concerned, better "spellers" than are the boys and

girls of the present, but when we look at the means used to become so it seems that the result was reached at an enormous cost of time and energy. The desirable thing is that this mechanical spelling should be as good now as formerly and yet save for such subjects as grammar, history, physiology and nature much of the time previously spent on spelling.

In arithmetic comparatively few problems out of the infinite number of such relations are ever solved in school, and it is not thought necessary that these few be remembered as particular problems. The attempt is to find the principle under them, to find a rule that will apply to entire classes. When this principle and rule are found the skillful teacher tries to impress this, knowing it is the only thing in arithmetic of permanent value—the only thing that will enable the pupil to solve problems that are different from those found at school. The same thing is true of grammar. When you are asked the subject or predicate of a certain sentence, you do not try to recall all the sentences you analyzed at school (or anywhere else) to see if this is one of the sentences you had learned. But your work in grammar was such that you were enabled to determine subjects and predicates in sentences you had never met. This idea of finding the universal element in the particular, the enduring underneath the changing form, is based upon correct ideas of teaching. Why should spelling be an exception to this, and be taught in such a way that the pupil must learn to spell each individual word by itself and then to hold each one distinctly in mind? What makes the usual procedure seem necessary? It is because in English one sound is often represented in several different ways. The sound "sh" (in hush) is shown by "sh" in dish, "ch" in torchon, "ti" in partial, "ci" in social, "sci" in conscious, "ce" in ocean, "si" in passion, and probably by

several other combinations. So it does almost seem that there is no other way to learn to spell than by the pure remembering of each word, without any reference to any others. If there were but one way of showing any sound, doubtless that would be learned, and, because we find no rule applying to all, we do not try to find one applying to a part.

The first thing a child should see in a word is where its difficult place is, and he always finds it where there are other ways of representing the same sound. In *laid* the difficult place is the "ai," for the same sound may be shown by "a" followed by the "d" and final "e" (lade.) The difficult place in *bough* is in the "ough," for "ow" (in bow) and "ou" in noun represent the same sound. One difficult place in *call* is in the "c"—it might be "k"—and the same of *cold*.

The above words suggest varying degrees of difficulty, but the question for us is, is it necessary for the child, to learn each of them and all similar ones (as a purely mechanical thing) in order to be able to spell them hereafter. Let us look at the last—*call*. Suppose the children were to write upon their slates all the words they can find beginning with the sound "k," and represented by either "c" or "k," followed by "a." They will come to the recitation with such lists for "c" as *can*, *cat*, *call*, *cart*, *cast*, *came*, *calico*, *camphor*, etc., and for "k," such as *Kate*, *katy-did*, *kangaroo*, *Kansas* and probably a few others. After all of the words of each list that can be thought of or found are given, let them decide which they think to be the more common way of showing this sound in the words given. They will see it is by the letter "c." (That the teacher may be sure, she can readily consult the dictionary, and in this case she will find there are thirty or more pages of the first list and a page and a half of the second.) When this point is fixed,

and a new word beginning with "ca" is met, no attention need be paid to it if there is no other difficulty to be found in it, for this word is spelled in the common way. But if a word beginning with "ka" is given, as kaiser, then a special point of its having a "k" must be made, and the child must remember this particular word in order to spell it correctly. To be able to spell the thirty-one and a half pages of these words by pure mechanical drill would require the memorizing of each one on each page. But by working out the common way, and seeing it includes by far the greater number of words, in order to spell equally well (in regard to the "c" or "k" at the beginning) the second process would require the memorizing of the rule and one page and a half of words. This is a great saving over the previous way, both as to time and energy, as well as directing the pupil to find these underlying principles or unities for himself. This habit of seeking the permanent, enduring elements is worth far more to the pupil than is the ability to memorize readily. In reaching the conclusion that "ca" is much more common than "ka" at the beginning of words they probably found and spelled words of which they did not know the meaning. No matter. If one were making a special point of the pupils' learning to spell five certain words to-day and five to-morrow, then it is probably best to spell only those whose meaning is known. But in working out rules it is different, yet a teacher may limit the pupils to giving only such words as express known ideas.

Although there are many exceptions to most of the rules of English spelling, yet there are many to which there are very few. Even if there are many exceptions, if a rule can be found to include half a class, that is better than to try to remember all the words included in it as well as those not so included, for exceptions must be

learned individually, even when the plan of hunting out the common way (or rule) is followed.

It may also be added that in seeking a rule the pupils spell many, many words, and they associate them in classes, which also helps materially to fix the correct spelling of the entire word, as well as the difficulty under consideration.

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of the Indiana Young People.]

ANALYSIS.

“Whatever is done in school should be done for the good of the child.” This holds in the higher grades as well as in the lower grades and the kindergarten. The analysis in arithmetic work should not be given for the sake of the analysis or the teacher, but for the sake of the pupil. What can I do for my pupils with this “analysis?” is the question that should confront the teacher. Suppose, for example, a pupil is required to give the prime factors of 420. He is asked for his analysis, and gives something like the following: “Dividing 480 by the prime number 2 gives 240 for a quotient; dividing again by 2 gives 120; dividing again by 2 gives 60; dividing again by 2 gives 30; dividing this by the prime number 2 gives 15, and dividing this by the prime number 3 gives the prime number 5 as the quotient. Since we have divided only by prime numbers, and since our last quotient is a prime number, it is evident that the several divisors and the last quotient must form the prime factors of 480. Therefore, 2, 2, 2, 2, 2, 3 and 5 are the prime factors of 480.” A pupil who gives this analysis in this way *may* understand it. He may have done all the thinking, and thereby gotten all the mental culture from it that it is possible for him to get. But because

he can *say* it in this way is not conclusive evidence that he has done so. It is the business of the teacher to *know* that he has gained this culture. If the teacher calls on the "next" to explain the factoring of 382, and he explains it in the same form, it will not help the teacher to know this. Some "cross-questioning" is needed. Suppose, at the close of the "analysis," the teacher had asked, "Why did you first divide by 2?" or, "Would it have done just as well to divide by 5 first?" If the pupil can not give an *intelligent* answer it is evident that he has a tendency to learn forms without getting the sense the form is intended to express. But if the pupil said that he had no very good reason for dividing by two *first*, and had said, further, 5 or any other prime number that would divide 480 would do just as well, we would begin to think that perhaps he had done the thinking. But let us try him further. "Is 240 a factor of 480?" He says that it is not. "Is it an exact divisor of 480?" "No, sir." What shall we do with such a pupil? Too bad, isn't it? And the superintendent was in when all this happened. The teacher felt "so ashamed," and got red in the face and apologized, saying to the superintendent in a low tone that this is the dullest and slowest class, and that he is so sorry that the superintendent did not come a little earlier that he might have heard No. 1 class. Deplorable, isn't it? It is not so bad, after all. "They that are sick need a physician." Here is a pupil who is sick. You have an opportunity to show your skill. Since we have come to think of it now, we are glad the superintendent is in. Well, then, let us take hold of this pupil and help him out of his present condition in such a way as to enable him to help himself. Teacher—What are 2 times 240? Pupil—Four hundred and eighty. T.—Divide 480 by 240. P.—The quotient is 2. T.—Is 240 an exact divisor of 480? P.—Yes, sir,

I think it is. T.—Is an exact divisor of a number a factor of a number? P.—Yes, sir. T.—Then is 240 a factor of 480? P.—Yes, sir. T.—What factors of 480 did you obtain by dividing 480 by 2? P.—We got the factors 2 and 240. T.—Why should we go any further? P.—I don't know. T.—What are we trying to do? P.—We are trying to find the prime factors of 480. T.—Yes, and we have the factors 2 and 240; why are these not what we wish to find? P.—I don't know. T.—What kind of number is 2, prime or composite? P.—Two is a *prime* number. I think I see now; 240 is not a *prime* factor. T.—You have it.

This was the first gleam of intelligence that the pupil had shown. The teacher had been patient through it all, although he was surprised at some of the "don't knows" he received. Is this sort of work not worth doing? Think about it, teachers.

But let us push on with our "dull boy." If we quit him here he will probably not gain much. T.—If 240 is not a prime number, it must have a divisor; what will divide? P.—Ten. T.—Yes, but we agreed to divide by *prime* numbers. P.—O, I see. Ten is not a prime number. *Five* is, and it will divide 240. T.—Very well; what other factor will the division give us? P.—It gives 48, which is a *composite* factor. It will contain the prime factor 2 and give 24 for another factor. This contains the prime factor 3, and gives 8 for the quotient. The 8 contains 2, and gives the quotient 4, which contains 2 and gives 2 for the other factor, which is prime, so we are done. I see, I see. The prime factors of 480, then, are 2, 5, 3, 2, 2, 2, 2. T.—Very well. P.—I never saw the sense to it before. T.—I am glad you see it now. You mean to say sense *in* it instead of *to* it. P.—Yes, sir.

The superintendent went away well pleased I am sure.

Be careful when teaching a *form* that the pupils get the "*sense in it.*"

TARDINESS.

Is tardiness the worst thing in the world? Has a pupil committed an unpardonable sin when he comes in tardy? What *is* it to be tardy? Is it to fail to be over the "dead-line" when the tardy-bell strikes? Here comes Johnnie Brown and Jimmie Jones. They started to school on time. They came together a short distance from the school house with their pockets full of marbles. The gorgeous October weather influenced them to remain out as long as possible. A game was proposed. They had plenty of time for a game or two. They play. Time flies. It always does in a case like this. Suddenly they are reminded that it is almost time for the tardy-bell to strike. Johnnie's legs are longer than Jimmie's. Johnnie *just* got over the "line" and Jimmie just didn't. Jimmie is *marked* tardy! Poor Jimmie! Johnnie got in by the "skin of his teeth," but his *record* is clear. He is always prompt. He never *was* tardy. He is a good runner.

"Are not both boys tardy? Of course we are not saying they should be so *marked*. We are not teaching school for the sake of the *report*. We are working for these boys. Are not both boys forming the habit of neglecting their duty by allowing themselves to be influenced by their surroundings? Should we not try to make them both see that this is true? Should we not lead them to see and to feel that it was their duty to be in school earlier? Should we not try to get both to resolve to take charge of themselves hereafter? Should we not warn them that it may be hard for them to do this? We do not mean to excuse the tardiness at all. We mean to *emphasize* the value of promptness.

RELICS.

The mastodon is extinct, but we every now and then run across some of his remains. We are reminded of a past age, when huge animals inhabited the earth. There have been many and great physical changes since the days of the mastodon. But the physical changes are not greater than the spiritual changes in institutional life. The ideas in regard to education have been changed. Some of the ideas of later date than the mastodon are extinct, or supposed to be. Yet we occasionally find a relic that reminds us of "ye olden time." It was once thought correct to have a bad boy put out his hand for the master to "ferule" it. You don't know what that means? Well, we are glad *you* do not. We thought this method of punishment extinct; it *is* extinct, but there are occasionally to be found some relics of it—or some relics who yet use it. Whipping in *any* form is bad enough; but to whip a boy on the naked hand with a ruler or a switch is outrageous.

It was once fashionable to "mind the stops" in reading; for example, when a pupil read the following: "My pretty boy," said he, "has your father a grindstone?" "Yes, sir," said I, he did it in this way: "My pretty boy (comma one) said he (comma one) has your father a grindstone (interrogation point four) Yes (comma one) sir (comma one) said I (period six.)" This was "minding the stops." Now, some teachers think this is a "yarn." It is *not*. The writer was so taught—in Indiana, too. Just think of it! This was since the days of the mastodon. We were told to raise the voice at a comma, to keep it up at a semi-colon, to let it fall slightly at a colon and exclamation point, to let it fall (we were not told how far) at a period. Sometimes we were to raise

it at an interrogation point and sometimes we were to let it fall. A rule was given us for each. Besides, we had rules for every variety of emphasis and inflection. We were well equipped. The trouble was, however, to keep track of our equipments. These ideas are extinct now, yet we have some relics of them. In our own good state of Indiana there are teachers who are still trying to teach children to read by *rule*. True, they sometimes tell the children to read *naturally*. This is nonsense. Suppose you were told to breathe naturally. Just turn your whole attention to breathing naturally, and see if you do not do the most unnatural breathing you ever did in your life. Make the pupil understand and feel that which he is to express, and the emphasis, inflection, etc., will take care of themselves. He will read naturally, too. Sometimes the reading (oral) is made the end rather than the means. That is what makes the trouble.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

A GUIDE TO TEACHING LITERATURE.

FIGURES OF CONTRAST.

Figures of association and comparison have already been treated. This brings us to the consideration of figures of contrast, which completes the discussion of figures of thought.

In all figures of thought two objects confront each other; one the object required by the judgment, and the other that by the imagination. "To express an idea more effectively, the imagination substitutes, against the truth required by the judgment, some more easily grasped or more striking object which customarily forms a part of the same mental state with the object to be

expressed. Such association is the ground on which the substitution is permitted; the purpose of it being more effective expression. Or, the imagination substitutes an object bearing an imagined resemblance, against the logical differences, to the object to be expressed; the judgment admitting the resemblance when the imagination points it out. This resemblance is the ground of the substitution; the purpose, again, being to present more clearly or more strongly the primary object of attention. Again, the imagination substitutes for the object to be expressed, an object as if in unity with it, which the judgment holds to be in utter opposition. In the preceding, the judgment had not opposed the objects; had simply not noted their resemblance in the logical movement of thought; but sanctions it as soon as the imagination brings it to light. The most strained substitution and the boldest effort of the imagination is that in which the objects, having irreconcilable differences, are conceived as in amity, one being substituted for the other. This contrast, however, is the ground for the substitution; while the purpose is to charge the language with more power than accompanies literal speeches."* This last kind of substitution gives rise to figures of contrast; the two powers, figures of association and comparison. Under the head of figures of contrast, fall Antithesis, Epigram, Interrogation, Irony (with its different forms of Burlesque, Ridicule, Derision, Mockery, Satire and Sarcasm) and Wit and Humor. The teacher should master all these varied forms of contrast in order to cause the pupil to see and appreciate them. The steps to be taken by the pupil in dealing with these figures are substantially the same as those previously given.

First, the two objects must be distinctly set before the mind.

*Science and Discourse.

Second, the contrast pointed out.

Third, the ground of associating the two ideas in the same thought given.

Fourth, the gain in the substitution.

For instance, suppose the pupil be dealing with Mark Twain's conceit when advising the conductor of a very slow train to put the cow-catcher on the hind end of the train to avoid the danger to passengers of cows coming in that way.

First, the pupil must put before him the image of the danger avoided in having the cow-catcher in front throwing the cows off the track instead of having the train thrown off, and the other image of the cows walking in at the back door of the car and attacking the passengers, instead of their being mangled in a wreck.

Next, let the contrast be clearly exhibited, the imagined speed of train with usual speed and the danger of a collision in front with one in the rear; including the cow's real mode of injuring persons with her imagined mode.

Third, require the pupils to point out the ground of unity in the contrasted ideas. The speed of the train is unified with a speed slower than that of a cow on the ground of the contrast between its actual slow motion and the usual speed of a passenger train. So much slower than even a cow that there is danger of her walking in at the back door. This unity of cow-speed and train-speed is because of the contrast between two speeds of trains. The judgment is not expected to accept the unity here conceived, but takes it as a mere playfulness of the imagination; hence the ludicrous, *ludere*, to play. Lastly, the pupil should point out the gain in Twain's expression over that of literal statement. Suppose he had said to the conductor literally what he meant—“Your train is very slow”—it would have made little

impression. If he had said, "It moves as slow as a cow walks" the effect would have been heightened by concreting the idea and making the motion still slower; but when the cow is conceived as walking in at the rear end of the train, making danger from that direction instead of the train overtaking the cow, the force of the expression is heightened to a degree entirely beyond the ordinary use of language. That conductor has not yet forgotten that he ran a slow train. Such is the art of making language effective. Besides, and of more importance in this case, the language stimulates a pleasurable activity, which is an end in itself. We read it to enjoy it; not so much to be impressed with any truth which the language conveys. We read Mark Twain's "Innocents Abroad" for the mental pleasure yielded and feel fully rewarded; yet it, at the same time, contains valuable kernels of truth.

The foregoing process carried through the pupil's advanced reading work and literary study will quicken in him an appreciation of one phase of literary expression. This suggests to me to raise the question and leave it for the reader to answer: "What is the educational value of figures of contrast?" Or to narrow it for present convenience, "What is the educational value of training to an appreciation of wit and humor." The answer seems to lie in two directions. First, it trains to an appreciation of the incongruous, and this means to an appreciation of the congruous; to an appreciation of the rational through the contrast with the irrational. Ludicrous blunders are made in life because such acts are not seen in contrast with the rational. To see their humor is to correct them, and this means that they must be set beside the rational. Critics speak of certain mistakes in Wordsworth's writings arising from a lack of humor. Second, training to appreciate wit and

humor gives capacity for pure mental enjoyment. One great problem of education is to give mental life supremacy over animal life—the spiritual man over the sensuous man. To enjoy humor gives pure mental joy, and thus bars the necessity for lower forms of mental life—life tinged with the sensuous element. The teacher is not to suppose that there is nothing seriously valuable in a study of "The One Hoss Shay" or "The Legend of Sleepy Hollow."

ESSAY WRITING.

THE CONTROLLING PRINCIPLE.

The purpose of essay writing in the public school is to give skill in the construction of discourse. The fundamental principle controlling the method of securing this skill may be found by examining the nature of discourse.

There are three language units—*words*, *sentences* and *discourse*. The distinction usually given among these is that of whole and part; words being put together to make sentences and sentences put together to make discourse. Such a process of putting together is sometimes thought to be composition, a placing together, as the literal meaning of the word signifies. Controlled by this conception of discourse, the teacher sometimes requires pupils to put given words together to form sentences, and sentences to form discourse.

But the distinction among these language units is not that of whole and part. A word may be also a sentence and a discourse, so far as the relation of whole and part is concerned. For instance, the word *go* is also a sentence and a discourse. When thinking of the form *go* in relation to an idea—an idea of a certain kind of action—it is a word; when thinking of it in relation to a thought, which is a triple unity and not simple as is an idea, it is

a sentence; when thinking of it in its relation to the effect on another mind which the speaker desires to produce it is a discourse. It is all a question of the relation on which the attention rests—whether on that between the form and the idea, the form and the thought, or the form and content taken in unity and the change to be produced in the mind addressed. In word and sentence-study the mind separates the form from the content and considers their relation; but in discourse-study the form and content are kept in unity, and the unity considered in relation to its effect on the mind addressed. One proof that this distinction is correct is found in the fact that it has working value as we shall see, while the other distinction guides nowhere.

Hence the fundamental test of discourse is that of *effectiveness*, while that of words and sentences, considered as such, is that of *correctness*. A piece of discourse is always tested by noting whether it is the most effective utterance desired; and the primary condition for making effective discourse is that the writer or speaker be vividly conscious of the effect he desires to produce; which effect must always be for the good of the mind addressed.

The controlling principle, then, in conducting the composition work is that pupils must be led to write and speak under the inspiration of the effect to be produced. Such impulse lies under the natural method of learning language and completely controls the child until he enters school. When the child says, "Pretty flower," it is not conscious of the words nor the sentence; and when he hears a bear story, there is no consciousness of the relation of language-form to content; but the content is entertained immediately and directly. It is sometimes thought that a child, because small, begins his language study with the small units, words and sentences, but he does not and cannot. Words and sentences, as such, are

a later and a reflective study for him. He first experiences language as an effective means of communication; and he must begin his school experience with language at this point. He should compose and read, and not study lexicology and grammar. And his composing and reading must be under the impulse to convey and receive thought. What he learns of words and sentences is learned incidentally, as necessary to the end of communication. In his unreflective state of mind he is always naturally conscious of the effect produced by the discourse; and when he comes to reflect on the discourse he always considers the one relation of means to the effect to be produced. The application of this principle must be made later.

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

DISCIPLINE.

They were discussing discipline at a grade meeting in the _____ School. The teachers liked to attend grade meetings. A spirit of good fellowship prevailed; it was a time for comparing notes, discussing methods and gaining inspiration.

On this day a teacher said frankly to the superintendent, "We should like to know your idea of good discipline." "Well," he said, pleasantly, "it seems to me far more than a question of whispering or no whispering, assuming certain positions when studying or reciting, or of noise or stillness in the schoolroom. Good discipline is self-discipline, and as we seek to make pupils self-reliant in pursuing their studies, so we should aim

to make them self-controlling. Discipline bears directly upon good citizenship, for it is respect for law, a regard for the rights of others. Love of school and pride in its good name may be seed which bears fruit in love of country. There is always public opinion in school, and that teacher is a good disciplinarian who seizes upon this public opinion and so moulds it that the school conscience recognizes and stands up for the right. The pupils then become the governing power in the school, as later they will be the governing power in the state. It is they who bring new comers to the school standard. The looks of surprise, disapproval or contempt upon the faces of classmates is usually more potent than a rebuke from the teacher. Exceptional indeed is the case in which a pupil will persist in mischief which meets no applause from his companions. It is like telling a joke at which no one laughs. This moulding of the school opinion is so delicate, elusive, subtle and yet so simple that it should be studied as a science. A large part of it lies in causing pupils to draw their own conclusions. There is a world of difference between saying "Walk quietly" and asking "Isn't it better to step lightly?" In the latter case the pupil feels that you merely call his attention to something that had slipped his mind. If pupils have untidy desks and defaced books, if there is a tendency toward noisy study or rude and selfish behavior, the difficulty may frequently be met with, "Don't you think you could save time by having your desks in order?" "Don't you think torn and dirty books look almost as bad as torn and dirty clothes?" "Doesn't it seem as if lessons almost learned themselves when the room is quiet?" "Doesn't it seem like another world when people are polite and kind to each other?" Oh, the moulding force there is in "Don't you think?" and "Doesn't it seem?"

In a first-year grade a boy fairly radiating injured in-

nocence brought a pin which he had just sat upon. It was the first offence, and public opinion must be brought to bear upon it. Looking surprised and sad, the teacher held up the pin and said, "Just think! Fred put this pin where it would prick Rob because he thought it would be fun. Do you think it fun to be hurt? Why, boys and girls, little savage children like to hurt people. When their papas bring home prisoners the children like to blister them with fire brands or cut off their ears with knives. You would not do such dreadful things, but when you prick with pins, pinch or trip a playmate so he falls, it is the same *kind* of fun as burning or cutting, because it hurts, and it makes you kin to little savages. If you wish to surprise any one, why not play pleasant jokes? Don't you think if Fred had slipped part of that nice apple into Rob's satchel, Rob would have been as surprised as when he felt the pin? But he would have enjoyed the joke, too. Wouldn't it be best not to have any cruel fun in our school? If you see a classmate play a joke that hurts, won't you tell him that you are ashamed of him?" Fred looked as if he regretted being "kin to savages" and those six-year olds had clear ideas which they were likely to express with childish candor when occasion arose. Older pupils sometimes need light thrown upon their jokes. There was a high school where many pupils brought their dinners. Once upon a certain recess one of the girls repaired to her lunch basket; whereupon her merry mates announced that they were as hungry as bears. She promptly offered them a piece of pie. They declared that it wasn't half enough, and one proposed peeping into other baskets just to see who had pie. They had no intention of robbing the baskets, they merely wished to investigate the pie prospects. In the midst of their merry search for pie they became aware that the princi-

pal had entered and was calmly surveying them. Their chagrin needs no description. Without a word he passed to his desk, but at dismissal certain young ladies were requested to remain. After hearing their explanations he made them their own judges. He merely called their attention to the fact that while they meant no harm they could not prove it. How could they convince critics that they would not have eaten all the pie they found? At best the owners would object to having their lunches examined and commented on. If the story got abroad it would be a reproach to the school. They were loyal to their school, and the pie became to them as the pin to little Fred. Thereafter whether lunch baskets were filled to the brim with pie, no one cared to know!

These are illustrations of good discipline because they set the pupil face to face with his act, and adroitly steal the sweetness from forbidden fruit.

I may say that good discipline is the good order that springs from earnest application to work; it is that management of a school which causes the pupils to leave at its close in good spirits with good habits and work well done.

DESK WORK.

Written on the blackboard:

4+ 9 leaves.

+3=9 rabbits.

7+2= marbles.

5+ =9 pegs.

+8=9 stars.

Combined by pupils thus:

4 leaves and 5 leaves are 9 leaves.

6 rabbits and 3 rabbits are 9 rabbits.

The list of words may be omitted and the pupils directed to find words they know in their Reader with which to make the number story.

FRIDAY AFTERNOON.

DIALOGUE FOR THANKSGIVING DAY.

CHARACTERS—Grandma, a large girl; Rachel, a girl of eleven years; Katy, a child of five or six; three little boys.

Rachel, seated a little at right of teacher's desk is busily reading.

Katy stands beside her, arranging the dress of her doll.

Enter two boys who take their positions a little apart in front of the desk, and begin gently tossing a ball to each other.

Enter third boy, rolling a hoop.

Enter Grandma, cap and spectacles, knitting in hand.

Rachel: (rising and stepping behind her chair)

Come, Grandmother, sit here and tell us
A story all your own,
Of how you spent Thanksgiving Day
When you were a girl at home.

Grandma: [Taking the seat and resting one foot upon the footstool, (the dictionary) and opening her knitting.]

A Thanksgiving story, Rachel?
Ah, well-a-day! Let me see.
Put up your hoop and ball, boys,
And gather about my knee.
Sit here on my footstool, Katie,
There is room for both you and your doll;
And a Thanksgiving Day at the old homestead
Grandmother will try to recall.

First of all was the great fat fruit-cake
Baked fully a month before;
With raisins bursting all around
And black currants by the score;
With sections of citron in every slice
And over it all, so white,
The coat of icing, which mother spread
For the children's own delight.
There were pumpkin pies and mince pies
On all the pantry shelves.
I warrant, at night, the little mice
Were scampering there like elves.

And on the mammoth platter
Flanked by celery and cranberry sauce,
Fringed with parsley and other such matter
To make him look more choice,
Lay the roasted Thanksgiving turkey,
Who for months had strutted the farm,
The terror of every other fowl,

All the day, from the early morn;
Gobbling a scolding at each poor chick,
 While gobbling up its food;
But now, in slices of white and brown,
 His gobbling is done for good.

I can see the big plum pudding!
 By the time Thanksgiving had come
The luscious plums, first sugared and dried,
 Had swelled to the size of my thumb.
You never have seen such a pudding, my dears,
 And its well for your health that that's true
People of this day have too much sense
 To eat as we used to do.

Now I know you are guessing why so much was cooked
 And cooked with so much pains—
'Twas because to the Thanksgiving dinner
 All the absent ones homeward came.
All the aunts and uncles and cousins,
 From my grandfather, long since dead,
Down to Uncle Jack's last new baby
 Without a tooth in its head.
By the time we had donned our Sunday clothes
 And tidied faces and heads,
They began to arrive in every style
 From light cutters to great bob-sleds.

Then the guests and as many home-folks
 As the family sleigh would hold—
We were sure to have snow, for where we lived
 The winters were long and cold—
Rode to hear the Thanksgiving sermon
 In the church two miles beyond;
And exchange Thanksgiving greetings
 With the friends of the country round;
Then home to the splendid dinner
 And after all were fed,
The children played "Thimble" and "Blind Man's Buff"
 Until it was time for bed.

And now, let us think of to-morrow,
 Of your Thanksgiving Day.
There will be no school, for that is the law,
 So you'll have time to play:
We are sure of a nice dinner,
 With plenty of goodies, too;
Your mother is stoning her raisins now,
 Just as my mother used to do.

And I hope you can go to the nearest church
The Thanksgiving sermon to hear;
You can join in the prayer that is offered to God
For his good gifts through the year;
You can lift your tuneful voices
In the grateful songs that are sung
And do something else to praise the Lord—
Something I have never done.

You know old Aunty McCormick
Who is living all alone?
Of course she has plenty of food and clothes
And owns her own little home.
But all her loved ones are either dead
Or living far, far away;
So she must sit there, lonely and sad
On this happy Thanksgiving Day.

If you children would make her a visit
It would cheer her heart like a song!
Mother would fill up a basket with food;
And it wouldn't take you long.
Katie might carry a basket of flowers
From our pleasant window, there,
And Rachel could find a bright ribbon bow
To tie on her easy chair.

You boys could run to the grocery store
To fill her coal-oil can;
I'm sure each girl could find something to do
And so could each little man.
Be sure she has plenty of stove-wood in;
And kindlings dry and light;
Fill up her wood-box to the brim—
It will fill your hearts with delight,
Your hearts will be lighter, your songs will be gayer,
Your faces more gloriously fair,
If you make of to-morrow a *new-fashinned* Thanksgiving
And your cake and plum pudding share.

First Boy:
That suits me!

Second Boy:
Me, too!

Third Boy:
I'm sure I'm content.

Rachel:
Well, boys, we must first get mother's consent.
Let us go now and ask her.
If she says we may
We'll try Grandmother's plan
For a Thanksgiving Day.

EXIT:—First boy rolls his hoop slowly out of room; second boy and Katy follow hand in hand; third boy gently throwing up his ball and catching it in his hand; Grandma, rising slowly, limps out leaning heavily upon Rachel's arm.

MARY V. SINCLAIR.

EDITORIAL.

The Indiana Journal for Indiana teachers.

WHEN you send "back" pay for the Journal please name the agent with whom you subscribed.

IT seems necessary to repeat that when a change of address is asked it is necessary to give the *old* address as well as the new.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

A LIST OF GOOD BOOKS.—The readers of the *Critic* having been asked to vote on the 10 greatest American books, brought in the returns as follows:

1. Emerson's Essays.
2. Hawthorne's Scarlet Letter.
3. Longfellow's Poems.
4. Mrs. Stowe's Uncle Tom's Cabin.
5. Holmes's Autocrat.
6. Irving's Sketchbook.
7. Lowell's Poems.
8. Whittier's Poems.
9. General Wallace's Ben Hur.
10. Motley's Rise of the Dutch Republic.

While there is room for difference of opinion as to the greatest books and while it would be hard to find two persons who would agree upon ten books as the "ten greatest," it is certain that the concensus of opinion would include the most if not all the above books in any list of great books.

ARBOR DAY.—Judging from the many reports that have come to us a very large number of trees were planted October 27, the day named, for a general planting. Several of the County Superintendents took the matter in hand and endeavored to make the work general over their counties. If circumstances were such that the day named could not be observed, select some other day. Do not let the fall pass without planting some trees. The following letter from the Governor shows his interest in the matter:

EXECUTIVE DEPARTMENT, Indianapolis, Ind., Oct. 20, 1893.

Prof. W. A. Bell, Indianapolis, Ind.:

DEAR SIR:—I thank you for the circular enclosed in your letter and am gratified to see that our teachers enter so readily into the spirit o

"Arbor Day". The time will come when it will be a great day and with a certain good result. The programme arranged in the circular by the superintendent of Henry County is interesting. Arbor Day will result in planting the seeds of patriotism and good ideas in the heart and mind, as well as the trees to beautify our State.

Yours truly,

CLAUDE MATTHEWS.

HORACE MANN.

Horace Mann is often called the "apostle of public education" and properly so. He did more for popular education than any man that has ever lived, and our schools to-day are what they are because of what he did. He was born in Franklin, Mass., in 1796. He graduated at Brown University and studied law. He was sent to the legislature several terms. While senator he secured the passage of a law which had for its purpose the organization of the schools of the State into a system under the direction of a State Board of Education. This State Board of Education elected Mr. Mann its Secretary and executive officer. In this office he spent ten years and gave an impetus to the public school idea which is yet felt.

He did not originate the idea of the public school but he extended it

greatly and he organized the State system. While secretary he originated the plan of teachers' meetings which has since developed into our township associations and our teachers' institutes; he started the first educational paper that attained any influence; he secured the establishment of the first normal school; he secured free district public libraries; he made annual reports in which he set forth not only the statistics and what had been done but what ought to be done. These Reports are still in print and make excellent educational reading for these times. In reading Mr. Mann's Reports and lectures one is surprised to find that his ideas on many subjects were fully abreast to the best thought of to-day. In fact, many of his ideas are now being pushed forward and called "*the new education.*" Mr. Mann succeeded John Quincy Adams as a member of Congress, in which capacity he served three terms. In 1853, he became president of Antioch College, at Yellow Springs, O. He accepted the presidency of this western college because it was new and had no customs or prejudices to overcome, and he was given free scope to carry out his advanced ideas in regard to college education. Some of these ideas were: 1. That no person should be excluded on account of color. 2. That the two sexes should be educated together. 3. That there should be no "Ladies' Course," but that women should be admitted to all classes and given equal educational advantages with the men. 4. That there should be women professors. 5. That men and women professors should receive the same salaries. 6. That there should be no "prizes" given as a stimulus to scholarship. 7. That no one should be allowed to graduate whose moral character could not be vouched for. He died in 1859, a few days after commencement. His last public address was his baccalaureate discourse to the class of '59. The last words of this address were, "*be ashamed to die till you have achieved some victory for humanity*"

The last words he ever uttered were. "*God, Man, Duty,*" and with these three wonderful words went out the life of one of the wisest and best men this world has ever known.

The editor of this JOURNAL was a student in Antioch College during the six years of Mr. Mann's presidency and can bear testimony to his wonderful power and his great influence.

ASTONISHING FIGURES.

WHAT THE ARITHMETICIAN DISCOVERS IN THE CHICAGO DAY ATTENDANCE.

When the report of the attendance of Chicago Day at the World's Fair carried the news throughout the country that there were over 700,000 paid admissions, it was met with an expression of amazement and almost of doubt. The figures were beyond those of any similar gathering in the history of the world, and nearly treble those of any other day at the Fair; this was generally known and the magnitude of the attendance comprehended by this comparison. We question, how-

ever, whether more than one in a hundred really appreciated the figures themselves. We speak of millions and hundreds of thousands without having any adequate conception of the totals represented. To aid the younger readers and may be some of the older ones, we have made a few calculations which will perhaps give a fuller realization of what the attendance on Chicago Day meant. The official figures tell us that there was 716,881 paid admissions, and that 45,942 entered on passes, making a grand total of 762,823. Supposing that we allow 4 square feet to each person, just about as little room as one can turn around in. This would mean 10,890 people to an acre; consequently the 762,823 people with only 4 square feet each would have occupied a tract of land containing 70 acres. . . . An ordinary man or woman with arms extended will measure $5\frac{1}{3}$ feet from finger tip to finger tip. Supposing we allow this much to each of those at the World's Fair on Chicago Day, that is to give each of them room enough to turn around with arms extended, or about 25 square feet each. This would allow 1,731 to an acre and those at the Fair would have occupied 447 acres and this is somewhat more space than each one had. The grounds cover about a square mile or 640 acres, but deducting the space taken up by the Lagoons and by the Buildings and the exhibits therein, there would only be left about 400 acres. . . . Again supposing that each one who came to the Fair paid a silver half dollar for his admission. If such had been the case, the fifty cent pieces from the 716,881 who paid their entrance fee would have covered, side to side, a little over one-sixth of an acre, and taken altogether would have made 9 loads of a ton each. . . . Supposing you, reader, had taken a contract to give each one of the 762,823 on the grounds a lunch at noon consisting of a cup of coffee, two sandwiches and a piece of pie; have you any idea how much you would have to supply? We figure it out that it would have taken 31,784 gallons of coffee, requiring 119 barrels of sugar to sweeten it, and 5,959 gallons of cream and this for drink only. Of the sandwiches you would have to have made 1,525,646, requiring (at 250 to a ham) 6,102 hams and 190,705 pies would have been necessary. We should rather figure this out on paper than take the contract. . . . At night, if the total attendance were to have been put to bed in a series of beds end to end and one in each, the beds being six feet long, the line of sleeping World's Fair visitors would have stretched away from Chicago 867 miles or nearly to New York.

The above is copied from the *Orange Judd Farmer* and helps to make the reader realize the vastness of the multitude present on this notable day. Just think of it, the population of nineteen of the States and territories of this country is less than the number in attendance on this day. The writer was present and believes that he saw there the greatest multitude of human beings ever gathered on an equal space in the history of the world.

THE WORLD'S FAIR.

There has been so much written and said about the great Columbian Fair and so many persons have seen for themselves that at this late date it is difficult to add anything of interest. It is safe to say that

the greatest thing about the fair is the fair itself. The general view far surpassed any special view. The buildings themselves were a greater wonder than what they contained. Above all, the mind that planned and executed the unequalled work, is more to be wondered at and admired than the material things that could be seen and touched.

Indiana's part in the Fair was not conspicuous. In most departments it was barely creditable. The Indiana building, which has been severely criticised in some quarters, was not a "showy" building but it was excellently adapted to the purpose for which it was intended — a headquarters for Indiana people. In the stock department Indiana took "sweepstakes" on the best hogs.

The educational department of Indiana's exhibit was perhaps its best. This exhibit compared favorably with most of the other educational exhibits. This statement is based, not alone on personal observation, which might be biased, but on the published reports of other observers who were not specially interested in Indiana. The *New England Journal of Education* published an extended review of the educational exhibits and gives Indiana an excellent standing. It is true that only thirty-six cities and towns and forty-eight counties are represented in the exhibit and most of these only in a fragmentary way. But a few in each class make a very full and carefully graded exhibit so that the progress of the work may be studied from start to finish by any one interested. In this logical arrangement and illustration of *method* lies the chief merit of Indiana's display. The person who was looking for "show" work did not find much in Indiana's space to detain him, but he who was in search of processes, methods and logical steps and how they are reached, could find profitable study for days.

Indianapolis, LaPorte and Hammond had the best arranged displays, according to the judgment of those who gave most time to the study of the exhibits. The charts showing the standing of the State in its Reading Circle work were very interesting, but unfortunately were hung in the back part of an alcove and did not attract general attention. Since Indiana *leads the world* in both the Teacher's and Young People's Reading Circle Work, the fact should have been made conspicuous. The Y. P. R. C. chart shows that Hamilton County leads with 114 per cent. and Henry County follows next with 101 per cent. Wabash and others ran high, but the above are the only ones running over 100 per cent. The per cent. is based on the actual membership as compared with the whole number of children enrolled in school. The total number of children belonging to the Circle unfortunately was not given, but from other sources the number is known to be over 125,000 Jay, Miami, Ohio and Randolph are the only counties showing nothing done.

The teachers' chart shows the following counties with per cents. reaching at least 100: Bartholomew, 100; Clark, 114; Crawford, 101; Elkhart, 119; Franklin, 118; Green, 100; Hancock, 140; Henry, 107; Huntington, 112; Jefferson 100; Jennings, 100; Johnson, 102; LaGrange, 103

Lake, 101; Madison, 114; Martin, 101; Montgomery, 120; Noble, 101; Ohio, 100; Pike, 100; Porter, 105; Pulaski, 103; Scott, 155; Stark, 105; Steuben, 104; Vermillion, 103; Wells, 109. In addition Hamilton, Carroll, Hendricks, Owen and Ripley each reached 99. Other counties follow close after, and make an aggregate number of teachers taking the Reading Circle work amounting to over 10,000. All the other states in the union do not aggregate so large a number.

Purdue University makes a fine display; showing the progressive steps of its work in its various departments, so that a careful study of the exhibit gives a fair knowledge of the character of the school.

Mrs. Hailmann's kindergarten display was generally conceded the best of its class in the entire Exposition. The final awards in the educational department are not known at this writing.

Before this issue of the JOURNAL reaches its readers the Columbian Exposition—the greatest exposition in the history of the world will be a thing of the past. It excelled all others in (1) the natural beauty of its situation; (2) the size of its buildings; (3) the artistic designs of the buildings; (4) the artistic arrangement of the buildings; (5) the number and variety of subjects and departments; (6) the number of exhibits; (7) the number of nationalities taking part; (8) the number in attendance on a single day; (9) the whole number in attendance during the Fair; (10) the amount of money expended; (11) the amount of money received; (12) the fact that it almost paid for itself.

He who saw this great fair should count himself fortunate as its equal is not likely to be seen again in this generation.

THE STATE NORMAL SCHOOL.

Everything seems to be moving on smoothly at the State Normal School with an attendance larger than many had expected. The enrollment is about 350. At the close of the fall term last year (Dec. 25) the enrollment had reached 441. Of those who began this year's work, 167 of them were new students. There is nothing of interest to give in regard to the settlement of the late troubles. The committee reports that nearly all the senior class had signed the circular statement sent to them and that *not one had refused to sign*. Those not signing had either neglected to report or had failed to receive the statement. This indicates correctly the feeling of the class in regard to the circular and the trouble. It will be remembered that the circular (published in the September JOURNAL) condemned all disorderly conduct and conceded to the board all right to elect and dismiss teachers without consulting any outside parties and claimed that the combined effort of the students was, for what was considered by them, the highest interest of the school. The senior class as a class took no action at the time of the trouble but simply acted with the school as a whole and according to the evidence was a conservative element in all movements. Why the board should single out the senior class as a class and hold it responsible for the action of the whole school is the thing that people cannot

generally understand. If there is a single teacher in the state of Indiana who upholds the board in refusing to graduate the class of '93, the writer has not heard of him.

The JOURNAL has at various times expressed its confidence in the Normal School board of trustees and its belief that the board intended to do the right thing and did it from its standpoint. This opinion is still held and it confidently believes that the board will come to see that in with holding the graduating certificates of the class of '93 it is doing the class a great wrong; it is injuring the school and making for itself enemies instead of friends; it is bringing reproach upon itself. For the sake of the school and for the sake of peace and good feeling among the educational interests of the state the JOURNAL hopes that the board will at an early date grant these certificates.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN SEPTEMBER.

ARITHMETIC—1. In teaching primary arithmetic, should numbers be considered in the concrete, or as abstract? Give reasons for your answer.

2. Reduce $\frac{174}{250}$ to a decimal of five places.
3. The inside dimensions of a rectangular fort are 210 ft. and 180 ft. The stone wall surrounding this space is 5 ft. thick and 12 ft. high. How many cubic feet of masonry are there in the wall?
4. A ship's chronometer, set at Greenwich, points to 5 hours, 40 minutes, 20 seconds, P. M., when the sun is on the meridian; what is the ship's longitude?
5. The list price of oil stoves is \$15, but 12 stoves are sold for \$126. What rate of commercial discount was allowed? Show all your work.
6. An agent receives \$1,610 with which to buy goods. He pays \$11 cartage and receives $2\frac{1}{2}\%$ commission on the amount purchased. Find the amount purchased.
7. A and B pay \$82 for the use of a car to ship stock. A puts in 2 horses and 6 oxen, and B 5 horses and 4 oxen. They agree that it is to cost as much to ship 2 horses as 3 oxen. How many dollars should each pay?

LADY OF THE LAKE—1. What purpose is served by the poem?

2. What are the time and place of the poem?
3. What is the general character of the songs introduced into the poem?
4. Who were the Douglases?
5. Where is Ellen's "Rocky Isle?"
6. What mountains and lakes are included in the scenery of the poem?
7. Explain "Reveille," "Errant Knight."

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8. What is the most noticeable characteristic of the heroine?
 9. Who were the Druids? What is the hallowed creed?
 10. Who were the Gaels? The Saxons?

GEOGRAPHY—1. Draw outline map of Pennsylvania, denoting boundaries, mountain chains, principal rivers, and four largest cities.

2. Name and describe the great mountain systems of Europe.
3. Describe the Gulf Stream and its effect upon the climate of parts of Europe.

4. Locate Constantinople, Havre, Leeds, Borneo, Lima, Vera Cruz.

5. What forms of government exist in Asia? How is British India governed?

6. Of what commercial importance are the Hawaiian Islands?

7. Name the countries which border on the Mediterranean sea.

8. To what things would you give most attention in the study of the State of New York with the Fifth Reader grade?

9. What are the products which Ohio, Indiana and Illinois would exchange with Mississippi, Louisiana and Texas? Name in detail.

10. Describe the Mackenzie river. What lakes does it drain?

U. S. HISTORY—1. Give a brief account of the discoveries made by the Cabots.

2. Give an account of the settlement of Pennsylvania, stating the reasons for making the settlement.

3. Give an account of the introduction of negro slavery into the American colonies.

4. What did the English gain by the French and Indian war?

5. Where is the Erie Canal? When was it constructed? By whom constructed? What was the effect of its construction?

6. What was the Kansas-Nebraska Act? What effects did it produce?

7. Tell all you can about Admiral Farragut.

8. What was the Civil Service Act? Why was it passed.

(Answer any seven.)

READING.—Child, amid the flowers at play,

While the red light fades away;
Mother, with thine earnest eye,
Ever following silently;
Father, by the breeze at eve
Called thy harvest work to leave;
Pray! Ere yet the dark hours be,
Lift the heart, and bend the knee.

—Mrs. Hemans.

1. Write five questions which you would ask your pupils upon this stanza? 15.

2. What pictures would you endeavor to have your pupils see in the selection? 15.

3. Who was Mrs. Hemans? 15.

4. What influence will a proper position of the body and vocal organs have upon proper oral utterance? 15.

5. To what extent, and in what ways, may the teacher be able to test his pupils in reading in the absence of oral expression? 20.

6. What is generally meant by mechanical reading? What is the remedy for this fault? 20.

PHYSIOLOGY.—1. What are the properties of muscular tissue? Describe a muscular fiber.

2. What are some of the properties of protoplasm?
3. What is meant by "high" and "low" in the animal kingdom? Illustrate.

4. Describe the vertebral column.
5. What is fibrin and under what conditions is it formed?
6. How do cells remote from blood vessels derive their nutriment?
7. What secretions enter the alimentary canal to help digest the food?
8. How does the nervous system of man differ from that (a) of the dog (b) of the crayfish. (Six out of any eight)

SCIENCE OF EDUCATION.—1. What limitations would you place upon the axiom "Learn to do by doing" in its practical application to school work?

2. State a great truth you have obtained from the writings of some one of the following writers and show in what way it has been useful to you as a teacher: Pestalozzi, John Locke, Rousseau, Froebel.

3. Specify in what respects as to methods and results a recitation for review should differ from a first recitation upon the same general subject matter.

4. Compare the mental processes required in learning to add correctly and rapidly, with the process of learning to solve concrete problems, as to the particular powers used and the general culture conferred by each process.

5. Show why a principle comprehended is better than a rule learned, by illustrating the different uses to which each can be put in some particular field, as arithmetic or geography.

ENGLISH GRAMMAR —1. Define a relative or conjunctive pronoun.

2. Why are compound relatives so called?
3. Write the possessive case form of each of the following: James, women, boys, whatever, you, it.

4. In what different ways are adjectives compared? Give an example of each

5. State the basis of the division of verbs into transitive and intransitive.

6. What determines the number of tenses?
7. How is the present perfect tense of verbs made? The past perfect? Give an example of each and explain.
8. What is it to conjugate a verb? To give a synopsis of a verb?
9. Give the principal parts of each of the following: Do, go, see, be, shear, break, shine.
10. In your opinion, what is the value of analyzing sentences.

ANSWERS TO PRECEDING QUESTIONS.

GEOGRAPHY.—2 (a) The Scandinavian system extending along the coast of Norway for 1000 miles; most of them rise above the snow limit and the highest peak is Sneehätten (8000 ft.) (b) The British system; one of low elevation; the ranges are in England, Scotland and Wales. (c) The Sardo-Corsican system, a high, rugged, irregular chain, extending the length of Sardinia and Corsica. (d) The Spanish system, composed of those of Spain, Portugal and Southwestern France. (e) The Alpine system, the grandest and most complex of them all, covering the whole of central and southern Europe. (f) The Caucasian system, between the Black Sea and the Caspian Sea. (g) The Ural system, a narrow chain dividing Europe from Asia.

3. The Gulf Stream runs by Florida from two to five miles per hour, and flows close to the coast as far as the latitude of New York, where it turns eastward and crosses to the Azores; it here divides—part turning southward and joining the equatorial current—the other continuing a northeasterly course toward the British Isles and Norway. It tempers the climate of the lands near which it passes.

5. Empire—Japan and China. Kingdom—Burma, Siam, Corea, etc Despotism—Afghanistan, etc. British Colony—Hong Kong. British India is governed by the Governor-General appointed by the Queen.

6. The Hawaiian Islands are of special commercial importance because of their position in the direct route across the Pacific from San Francisco to China and because of their productions—sugar, rice, coffee, wool, etc. The soil is very fertile.

8. The commercial facilities, manufactures, agricultural products, institutions of learning, and noted historical characters.

9. The coal, hogs and corn of Ohio, the corn, hogs and furniture of Indiana, or the corn, oats and planed lumber and publications of Illinois might be exchanged for the cotton and sugar of Mississippi and Louisiana, or the cotton and live stock of Texas.

U. S. HISTORY.—1. (See Montgomery's History, paragraph 14.)

2. Penn's object was to provide a home, a place of refuge, in the new world for his oppressed "Friends." He obtained from Charles II, in payment of a debt which the British government owed to his father, a grant of the territory which is now the State of Pennsylvania. He sent out a company of emigrants and soon followed with a still stronger company. He met the Indians under a great elm tree, purchased land of them and made with them a treaty of peace that lasted for 70 years.

3. In August, 1619, "twenty negroes were brought by a Dutch vessel to the James River and sold as slaves. This was the beginning of negro slavery in the colonies but it did not extend rapidly for forty years."

4. By the French and Indian war the English gained supremacy in America, by becoming the mistress of North America east of the Mississippi.

5. The Erie Canal connects Lake Erie and the Hudson River; it was constructed in Monroe's administration (1817-1825.) It was constructed by DeWitt Clinton and resulted in a great development of the resources of the adjacent country and in connecting the grain fields of the west with the markets of Europe.

6. The Kansas-Nebraska Bill was a bill to organize the territories of Kansas and Nebraska. "This bill left to the majority of the people in each territory whether to enter the Union as a slave or as a free state." An immediate effect was the rush of emigrants urged on by the opposing parties; then came civil war, and a prolonged bitter contest between the pro-slavery and the anti-slavery factions, ending in Kansas being admitted as a free state.

7. He was the most illustrious naval officer of the Civil War. His service began in the war of 1812. When the Civil War broke out he was captain. His services were valuable all through the war. His capture of New Orleans and also that of Mobile deserve especial mention.

8. The Civil Service Act, or the Pendleton Bill was approved January 16, 1883. Its purpose was to reform the Civil Service. It was passed because reform was much needed; public sentiment was demanding that the old "spoils system" be relegated to the past. (See page 344, Montgomery History.)

READING.—1. (a) What part of the day is expressed by the selection? (b) What two lines prove your answer? (c) What time of year is it? (d) Why is "earnest eye" appropriate? (e) What attitude of prayer is expressed? (f) Give the whole paragraph a name that is indicative of its purpose.

2. A little girl playing along a grassy lane and going to meet her father; the mother standing by the yard gate watching her; the father some distance away in a field, getting ready to start home after his day's work. A general picture of the modest home of a farmer.

3. She was an English poet who wrote much and well. She was born in Liverpool in 1794. Her maiden name was Browne. At the age of 18 she married Capt. Hemans, but after six years of married life they separated by mutual consent.

4. The influence will be of a kind that will tend to good articulation, forcible expression and dignity.

5. By having them read silently a selection with which they are not familiar, and then having them write what they remember of it, or what they have learned from it; or by examining them upon it from a set of well-chosen questions.

6. A reading which is merely an imitation or a mere calling of words; it can be broken up as soon as the pupil is taught to look beyond the form for the content, and to have enough interest to let it affect his tone of voice, the expression of his countenance and the attitude of his body.

PHYSIOLOGY,—1. Contractility, sensibility, and elasticity are the principal properties of muscular tissue. A muscular fiber is very long

and about $\frac{1}{100}$ th of an inch in diameter. Most of them have a delicate sheath or *sarcolemma*, which resembles elastic tissue.

2. Contractility, transparency, irritability.

3. By the higher animals are meant those who possess special parts or groups of organs devoted to different functions. The higher the animal the more complex is its organism. In the very lowest forms of life all traces of organization disappear.

4. The vertebral column is composed of a series of bones called vertebrae, twenty-four in number, united by discs of flexible tissue. (See Advanced Physiology.)

5. When blood flows from a wound it speedily coagulates or runs into a clot. This depends on the presence of a spontaneously coagulable albuminoid substance called fibrin. If, while the blood is flowing, in bleeding from the arm, the physician whips or rapidly stirs it with a bunch of small rods, the fibrin will adhere in tough coagulated masses to the rods and the remainder of the blood will be fluid.

6. By means of exosmosis and endosmosis.

7. Saliva, gastric juice, pancreatic juice, bile and intestinal juice.

8. In man the cerebrum is much larger proportionally, while in the dog the olfactory, optic and auditory ganglia are especially developed. In man the convolutions are more definitely marked than in the dog. In a cray-fish the nervous system is made up of a simple row of ganglia with its branching and connecting nerves.

SCIENCE OF EDUCATION.—1. Enough limitations should be placed upon it to give the pupils time to do more thinking, and to have great respect for that kind of activity; for by thinking his doing will be of a better grade and will be done more easily.

2. Froebel taught the infant soul is composed of germ faculties which education develops. The idea that the faculties are there at all is a thought that should possess the teacher at all times, in order that he may adapt his work to their special development; and the idea that they are there as germs makes delicate, careful, gradual training and development a necessity.

3. In a first recitation upon a subject, many minor details should be recited as bearing upon a few general facts or principles; these should be repeated and all should be impressed upon the mind by thorough investigation or drill. The result at the time should be a fair knowledge of the minor details and relations of the subject, and their bearing upon general facts or principles. In a review upon a subject, there should be recited only the general facts or principles and their bearing upon related subjects. The result should be a positive usable knowledge of the general facts or principles connected with the subject. Another important result should be an increase of mind capability in handling any subject.

4. The chief powers used in adding rapidly and correctly are concentration, generalization and memory; the general culture conferred is in the end little more than a kind of mechanical skill, a power to perform a mechanical routine.

The chief powers used in solving concrete problems are judgment and reason; the general culture conferred is the valuable power to think deeply and logically upon all questions within range of the mind's experience.

5. The principle that the product of two or more factors divided by all but one of the factors will give that one, is applicable to much of the work in arithmetic, and a pupil who can use it is armed with a truth that enables him to be independent of the special rules for each case. In applying this principle to many different subjects, he simply determines which element in the problem is the product and which elements are the factors.

GRAMMAR.—1. A relative or conjunctive pronoun is a pronoun used as a connective while performing a distinct office in its own proposition; it joins its proposition to a word in another proposition called its antecedent.

2. Because they are made up-compounded—of a simple relative and some other word, as ever or soever.

3. James's; women's; boys'; whosever; your or yours; its.

4. (a) By adding er and est to the positive; as brave, braver, bravest. (b) By using more and most; as, beautiful, more beautiful, most beautiful. (c) Irregularly, as, good, better, best.

5. As to government of an object.

6. The number of relations an event may have to time.

7. (a) By using the auxiliary *have* with the past participle; as, *I have written*, meaning past time reaching to the present. (b) By using the auxiliary *had* with the past participle; as, *I had written*, meaning past time before some other past time.

8. (a) To give systematically its form throughout all the modes and tenses. (b) To give a single person through all its modes and tenses.

10. It is of very great value, leading the pupil to an intimate acquaintance with the structure of the sentence, and thereby enabling him the better to construct sentences that will be correct and well-balanced; it also enables one to detect nice distinctions of meaning.

ARITHMETIC.—1. In teaching numbers to beginners, objects should be used until all the combinations up to 10 have been thoroughly mastered and objects may be used with profit, possibly as far as 100. It is the only natural way to teach the meaning of number and the meaning of figures, and to show the fundamental processes of arithmetic.

2. Multiplying both terms of the fraction by 4 we have

$$\frac{68\frac{1}{4}}{100} = .068\frac{1}{4} = .06857\frac{1}{4} \text{ ANS.}$$

3. $2(215 + 185) \times 5 \times 12 = 4800 \text{ cu. ft.}$

4. 5 hr. 40 min. 20 sec.—diff. of time;

This multiplied by 15 gives $85^\circ 15'$, and as the ship's time is earlier its longitude must be $85^\circ 5'$ west.

5. 12 stoves @ \$15—\$180 list price,
~~\$180~~—\$126—\$54 the discount,
~~\$54~~+~~\$180~~=.30=30%. ANS.
6. \$1,610—\$11=\$1599,
~~\$1,599~~+1.02½=\$1,560. ANS.
7. A has 2 horses and 6 oxen which are equal to 9 oxen.
B has 5 horses and 4 oxen which are equal to 11½ oxen.
Hence A must pay $\frac{9}{20\frac{1}{2}}$ of \$82=\$36. ANS.
And B must pay $\frac{11\frac{1}{2}}{20\frac{1}{2}}$ of \$82=\$46. ANS.

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
Direct all matter for this department to him.

QUERIES

493. Hood & Co., sold goods for \$150, and lost 10%, whereas they designed to gain 30%, how much were the goods reduced? (Ind. Comp. Arith., pp. 332.) A. M. B.
494. A commission merchant's regular charge for selling goods is 1½%. By selling goods for me for \$5,000 my total loss is \$125. If the commission merchant shares half this loss, what is his actual rate of commission, and what did the goods cost me? ID.
495. The difference between two numbers is 8, and if 7 be added to the less, the sum will be 90% of the greater: What are the numbers? ID.
496. Four men each make regular excursions into the country, between which each stays at home one day. A is always absent 3 days, B 5 days, C and D each 7 days. If they all set out on the same day, how many days will elapse before they can all be at home on the same day? R. H. CARTER.
497. A man sold \$5,500 of U. S. 6% bonds at 120 and invested the proceeds in R. R. stock (\$50) at 61, paying 10% dividend, brokerage ¼% for buying and selling. How much did he gain or lose annually by the exchange? ID.
498. Are the lungs really a part of the circulatory system? Can they belong to both the respiratory and circulatory systems? A READER.
499. I give my note for \$300, interest at 10%. What annual payment will discharge the whole in 3 years? A. E. TERRY.

ANSWERS.

481. Capt. James Cook while on an exploring expedition in the Pacific in 1778 discovered the Sandwich Islands and explored Behring Sea. He returned to the Sandwich Islands to pass the winter, and

while there the natives stole one of his boats. While attempting to recover the boat he and four of his men were killed on the shore of Hawaii, Feb 14, 1779.

Alice Harper.

482. The average price of 20 stoves is \$9.

\$19 is \$10 above the average price.

\$7 is \$2 below " " "

\$6 is \$3 " " " "

Hence, to keep up the average he must sell two of the \$7 and two of the \$6 stoves for every \$19 stove, making 5 stoves in a group. $20+5=4$ groups. Hence, must sell

4 stoves @ \$19=\$75

8 " @ \$ 7=\$56

8 " @ \$ 6=\$48

—

20 \$180

Scott Bull.

483. In 10 minutes the hour hand moves $\frac{1}{6}$ of a minute space. At ten minutes past three the hands are $15\frac{1}{2}-10=5\frac{1}{2}$ minute spaces apart.

60 minute spaces=360°

1 " " " =6°

$5\frac{1}{2}$ " " " =35° Ans.

F. J. Heacock.

484. $14\frac{2}{3}\%$ of $\frac{1}{2}=\frac{1}{3}$, 1st sale, leaving $\frac{2}{3}$ remaining;

25% of $\frac{2}{3}=\frac{1}{3}$, the 2d sale, leaving $\frac{1}{2}$ remaining.

$28\frac{1}{3}\%$ of $\frac{1}{2}=\frac{1}{3}$, the 3d sale, leaving $\frac{1}{4}$ which=15 Acres.

Then $\frac{1}{4}=3$ Acres.

$\frac{1}{3}=42$ Acres=whole tract.

$\frac{1}{3}$ of 42= $32\frac{2}{3}$ Acres, the amount he owned at first.

Ed. Wade.

The answer in the book is not correct.—Ed.

485. The hour hand moves $\frac{1}{12}$ as fast as the minute hand. The minute hand must give 15 minutes $+\frac{1}{2}$ the distance moved by the hour hand. Hence,

$\frac{1}{12}$ of the time past 6=15 minutes.

$\frac{1}{12}$ " " " " = $15\frac{1}{2}$ minutes. Ans.

Or, $\frac{1}{12}$ of the time past 6=45 minutes.

$\frac{1}{12}$ " " " " = $46\frac{1}{2}$ minutes Ans. F. J. Heacock.

486. By alligation the respective quantities are,

$2\frac{1}{8}\frac{1}{4}$ oz. of tin, and,

$13\frac{1}{8}\frac{1}{4}$ oz. of lead.

Ed. Wade.

474. If we suppose the walk to be inside the park the width will be one rod; if outside .95 rods +.

Ed.

CREDITS.

J. H. W. Kronts, 474-8-81-3; Scott Bull, 481-2-3; Ed Wade, 482-3-4-5-6
 Elmer Oldaher, 482-4; F. J. Heacock, 482-3-5; R. H. Carter, 483; Henry Lamb, 482; M. Woolery, 482; D. M. Deeg, 482-3-5; Walter Swibart, 482-3-4; B. C., 481-2-4; B. O. White, 484; J. H. Risley, 474-7-82-3-4;
 Lizzie J. Brown, 456-81-2-4; Anon, 482-3; Wm. Brewer, 482; Lydia A. Evans, 482-4; J. A. Shunk, 483; Sherman White, 484; Emma Woolery,

482; J. N. Heintzleman, 482-4; Ida Vestile, 482-4; A. E. Terry, 482; S. S. Morris, 482-4; D. R. Hardman, 482; S. A. Brainard, 482; W. B. Hardy, 482; Mamie Daggy, 481-2; T. P. Littlepage, 482; C. A. Gonter, 484; W. S. Nail, 482; C. Ammerman, 482; A. Spillman, 482; Lizzie M. Lilly, 481.

MISCELLANY.

COLUMBUS'S ASHES.

The thousands of people who visited the World's Fair and were shown what were represented as "a part of Columbus's Ashes," will be interested in the following:

"Consul-General F. L. Vasquez, of the Dominican republic, in a letter to the American people relative to the story from Chicago that an attempt had been made to steal the ashes of Columbus, deposited in a room of the sacred convent, La Rabida, says:

"I feel called upon to declare officially that the precious remains of Christopher Columbus, who discovered America, are now in the city of San Domingo, honored and guarded with zealous reverence and care as a sacred trust and obligation by the government which I have the honor to represent. My government has rejected with indignation several propositions to remove the remains and will always look upon any suggestion of that kind as unworthy of serious consideration. A magnificent monument in the principal plaza of San Domingo, in front of the Cathedral, is to be erected, where it is hoped the sacred relic will rest undisturbed for many centuries to come. That the remains of Columbus are in San Domingo as above stated, is indisputable. The evidence thereof is so ample and conclusive that no intelligent person can entertain the slightest doubt."

THE NEW LIBERTY BELL.

At the dedication of the new Liberty Bell in Chicago, September 9, President Palmer, of the National Commission, said: We see a bell composed of material from all parts of the world, from all the coins of the world, from those used by the Ptolemies and by the generals of Alexander to the contributions of our school children, 250,000 of whom, I understand, have put their mite into this bell; scraps of old armor, and trinkets of women, all fitting things which can be used in its composition and which men and women hold most dear, are embodied in this bell. What its future will be none of us can tell, but it is now to be christened the "Liberty Bell." I hope that it will remind all people of Marathon, of Salamis, of Leuctra and Bannockburn, of Winkle-reid and William Tell, of Naseby and the men who fought and battled for civil liberty in England, and of the patriots of the revolution, and then of the great civil war from which we are so recently recovered. I hope that when it rings it will inspire all our people, and lead them all to higher aspirations — that it will lead to better lives, and I

hope will make them stand with bared breast, if necessary, against all attacks on liberty; for liberty and religion go hand in hand—without liberty you cannot have true religion, and without religion you cannot have true liberty.

A CURIOSITY.

Here is a curiosity that will interest the class in higher arithmetic: Multiply a number composed of the nine digits, 123,456,789, by 45, and the product is 5,555,555 505. Reverse the figures in the multiplier, 54, and the product is 6,666,666,606. Reverse the multiplicand, 987,654,321, and multiply by 45, and the product is 44,444,444,445. Reverse the multiplier to 54, and the result is 53,333,333,334 The first and last figures are the multiplier. Use half the multiplier, or 27, and the product is 26,666,666,667. The first and last figures are the multiplier. Reverse the figures of the multiplier to 72, and the product is 71,111,111,112, the first and last being the multiplier.—*Ed. Exchange.*

KOKOMO has started its schools this year in fine form, under the superintendency of H. G. Woody.

VINCENNES has opened a public night school, under the direction of W. F. Ross, which promises good results.

THE TRI-STATE NORMAL COLLEGE at Angola, Ind., holds up well during the panic. There is the largest number of students taking courses ever in the history of the school.

ALEXANDRIA is growing rapidly. It has two new school houses in the process of erection. It employes eleven teachers and enrolls 400 pupils. T. M. Nuzum is the superintendent.

BENTON COUNTY teachers are allowed pay for attending county associations and for Christmas and Thanksgiving as legal holidays. This is right and trustees in other counties should take note.

TIPPECANOE COUNTY.—Superintendent J. M. Sullins recently sent out a circular to his teachers containing a number of good suggestions and urging upon them the general observance of Arbor Day.

SHIPSHEWANNA, a new town in LaGrange County, has just completed a four-room school building costing about \$7000. It was opened October 2 with four teachers. J. M. Geiser is superintendent.

UNION CHRISTIAN COLLEGE, at Merom, Ind., starts with a goodly number and good promises. The feeling is good and the work is good, both on the part of the students and the faculty. L. J. Aldrich is the president.

EARLHAM COLLEGE never before had so many students in its college department. The college was recently favored with a visit from Isaac Sharp, a great traveler. He is now in his eighty-eighth year, and is just finishing his second tour around the world. President J. J. Mills is at the helm.

COMPLIMENTARY TO THE JOURNAL.—A prominent city superintendent selected six articles in the October issue of the JOURNAL for special study in his teachers' meetings and says that "either of the six articles well digested is worth many times the price of the JOURNAL." Such words are appreciated.

HENRY Co. reached an enrollment last year in its Y. P. R. C. of 6,755. It placed libraries numbering from fifteen to two hundred and fifty books in all the schools, and feels that it has but just made a good start. Superintendent F. A. Cotton has progressive ideas, and knows how to bring things to pass.

THE FOURTH ANNUAL MEETING of the Indiana Association of City and Town Superintendents will be held at Indianapolis, Nov. 16 and 17. The meeting will be held in the parlors of the Denison Hotel. W. C. Belman is chairman of the executive committee and has arranged a good list of topics for discussion.

RIDGEVILLE COLLEGE opened September 26, with an attendance not up to last year but with a splendid class of students, several coming in and entering upon a six years' course. New students are coming in daily and prospects for winter and spring terms are very good. Rev. George Hindley is the new president.

► **A SCHOLARSHIP** of \$200 is offered by the Vassar Students' Aid Society to the student passing the best examination for admission to the Freshman Class of Vassar College, the examinations to be held June, 1894. Applications for this scholarship must be made before April 1, 1894, to Miss Jessie F. Smith, Suffield, Conn.

► **ATTICA.** —W. H. Hershman, the new superintendent, has recently published a new course of study which contains some excellent features. The high-school course is noted for its simplicity. It is arranged with the view that a few studies pursued according to the best methods will be worth more than a smattering of many branches.

IN JEFFERSONVILLE every school-room was papered and painted during the summer vacation and much new furniture purchased. As a result superintendent, teachers and pupils are happy and increased efficiency is sure to be the result. Pleasant surroundings are in the very nature of things helpful in securing good order and good work. P. P. Stultz is superintendent.

IN our last issue we stated that the E. C. Kellogg Co., the well-known New York publishers of teachers' books and aids, were building a new building. They write us that it was completed nearly a year ago and that it has proved very convenient, enabling them to very greatly increase their already large facilities for supplying these books. Their new catalogue just issued is the most complete ever published.

THE FR. WAYNE high-school has an increase of sixty over the enrollment of last year. The attendance is by far the largest in the history of the school. Two additional teachers have been employed, Mr. Harry O. Wise, a graduate of the State University, and Miss Helen Riemensnyder, of Swarthmore College, Pa. Miss Caroline Colvin, also a

graduate of the State University, has been engaged to take the place of Miss Sarah E. Updegraff, resigned. The teaching force now numbers ten regular teachers, besides the special teacher of music, stenography and book-keeping. C. T. Lane has been the efficient principal for many years.

THE INDIANAPOLIS HIGH-SCHOOL No. 1, George W. Hufford principal, has already enrolled nearly *nine hundred* pupils. and High-school No. 2, Chas. E. Emmerich principal, has enrolled more than two hundred and fifty—the two together making about *eleven hundred and fifty*. Superintendent L. H. Jones continues to direct his work in such a way as to command the confidence and respect of all.

FAIRMOUNT.—The Friends' Academy at Fairmount, under the superintendence of E. O. Ellis, has been sold to the school board of the town and the Friends are erecting a new and commodious building in another location. The new building will be a fine brick edifice with stone foundation and trimmings, with laboratory, art room, music room, commercial room and all the modern and improved equipments. The school is now in a very flourishing condition.

AGRICULTURAL COLLEGE PRESIDENTS.—If any of the States or territories are in need of first-class presidents they should report to Indiana. The Hoosier State has furnished three presidents besides the one for her own college and has a few more good ones to spare. They are as follows: Hiram Hadley, at Las Cruces, New Mexico; John M. Bloss, at Corvallis, Oregon and Enoch A. Bryan, at Pullman, Wash.

PLAINFIELD.—Arbor Day was observed by the Indiana Reform School. One hundred and twenty-five trees were planted on the grounds with appropriate exercises. The boys took part by families, each group furnishing an important part of the program. We regretted exceedingly our inability to accept Superintendent Charlton's cordial invitation to be present, for we can imagine it a stirring and beautiful sight and the occasion as one that could not fail to have a telling influence upon the better nature of any boy. .

WHITLEY CO.—The report of the institute in this county was delayed, but it is not too late to say that its instructors were Arnold Tompkins and Mrs. Eudora L. Hailman, and that it was deemed one of the best ever held in the county. The editor was present one day and one evening, and can bear witness to the good work and the good spirit that prevailed. Superintendent G. M. Naber makes it a point to visit all his schools within the first two months of the term, and thus render timely help and learn where his services are most needed.

INDIANA UNIVERSITY opened Sept. 26th, with by far the largest attendance in its history. A very large number of students entered from other institutions with advanced standing. Joseph Swain, the new president, is meeting the highest expectations of his warmest friends. The departments of Latin, English and Mathematics which were reorganized by the Board last June are starting out in excellent condition. The thirteen new men in the faculty all give evidence that

no mistake was made in their selection. Indiana University as the head of the school system of the State believes that it should keep in touch with the public schools. To that end it takes great interest in all teachers' movements, especially in Teachers' Institutes. During the summer, members of its faculty did institute work in *thirty-four* counties of the State.

* * *

MUNCIE is suffering from a lingering scourge of smallpox. It began in August and still continues. It is confined to a small quarter of the city but the quarantine regulations are very strict and business is nearly paralyzed. There have been 145 cases with 20 deaths. The schools have not even opened. Superintendent W. R. Snyder is very restive under the delay but the authorities are imperious. There are fifty-nine teachers engaged for the year but all are idle up to date (Oct. 30). They have not been paid anything as yet, but it is understood that they will get their full salaries.

INDIANA NORMAL COLLEGE.—The year 1893 marks the beginning of a new epoch in the history of Indiana Normal College. That it might stand upon a sure financial basis, a stock company, with ample capital has been organized under State laws. The entire management is under the control of a Board of Directors selected by the stock-holders. That it might have a thought foundation more in harmony with the latest developments in educational thought, an entire new faculty has been selected. In consequence of this new thought, the courses of study have been entirely changed. Concentration on one or two lines is held to be of a more permanent value to pupils than spreading over many lines. W. A. Furr, a State Normal graduate, is the new president.

STATE TEACHERS' ASSOCIATION.—The following facts come from the chairman of the Executive Committee, A. E. Humke, superintendent of the Vincennes schools: The next meeting of the State Teachers' Association will be held Dec. 26, 27, 28 and 29. The sessions will begin on Tuesday evening and continue through the three following forenoons, giving the afternoons to the different sections. The program is nearly completed and will be ready for distribution in a short time. Many of the leading school people of the State have accepted invitations to discuss the important educational topics of to-day. The executive committee has spared no time or effort to make the coming meeting the best in the history of the association. Instead of the regular annual lecture there will be given on Thursday evening an elocutionary entertainment by the most prominent readers of the State. On Wednesday evening an inter-collegiate debate will take place between representatives from Indiana and DePauw Universities. Every live "Hoosier schoolmaster" is expected to be present at our next annual convention to be held in the State House.

VALPARAISO. Two masked men made an attempt to rob the safe at the Valparaiso Normal School a few weeks since. The secretary in charge of the office raised an alarm which frightened off the robbers. A pursuit was immediately organized and the two men were overtaken.

In the conflict which followed one of the men was killed and the other captured and taken to jail. They proved to be brothers, named Robinson, from Ripley County, who were in the school last year. They were students for a short time only and in the light of subsequent events it looks as though they had been in school to learn the lay of the land. This untoward event has only assisted in advertising already popular school. We learn from reliable sources that students are by no means frightened by this escapade, but notwithstanding the hard times a great gain in numbers has been made during the present term. The school has a reputation all over the United States as may be proved from the catalogue that contains the names of students from all the States. It is the intention to build more buildings the coming year and allow no retrograde movement for lack of proper educational facilities.

PERSONAL.

E. P. HOUK is in charge at Vera Cruz.

H. S. GILHAM is the superintendent at Lima.

E. E. ROYCE superintends the schools at Wolcottville,

O. C. FLANEGAN is principal of the Tipton high-school.

F. O. HESTER is principal of the Kendallville high-school.

MISS WILLA J. HAYS is principal of the Attica high-school.

H. A. HUTCHENS, formerly of Wabash, is now superintendent of the Fairmount schools.

C. M. LIEB is in charge of the LaGrange schools. He has held the position for several years.

W. E. LUGENBEEL will remain as president of Austin College at Effingham, Ill., another year.

L. A. SMART holds the reins at Windfall. He also edits an educational column in the Tipton Times.

W. B. WOODS, for the past twelve years a teacher in the State Normal School, is now a student in Chicago University.

A. T. REID, of Winamac, enters the State Normal School for current year, where he will take the professional course.

MRS. JENNIE H. GOODWIN has made an enviable record as teacher of the primary department of the Kendallville schools.

GEORGE POWERS, a former Decatur County teacher, is now superintendent of schools at Eureka, Kan., at a salary of \$1600.

ANDREW MARTIN is serving his fourth year as superintendent of the Akron schools. They are reported in an excellent condition.

A. C. YODER is principal of the Vincennes high-school and does not share that honor with others as the JOURNAL stated last month.

H. S. TARBELL, formerly of Indianapolis, now of Providence, R. I., is this year president of the Rhode Island Teachers' Association.

PROF. CYRUS W. HODGIN, of Earlham College, who has been a year at Chicago University, on leave of absence, is again at his post of duty.

J. C. BLACK, last year of Michigan City, enters the College of Pedagogy in New York City. He will remain during the present school year.

I. M. Bridgman, formerly of Salem, Ind., is serving his third term as superintendent of the schools at Polo, Ill. Mrs. Bridgman is principal of the high-school.

W. A. CLARK, for many years Professor of Mathematics in the Lebanon, Ohio, Normal School is now taking a post graduate course at Harvard University.

WILLIAM L. WELSH of the State Normal School, class of '73, is now Supervising Principal of the George W. Nebinger School, Philadelphia, Penn., at a salary of \$2000.

AMZI ATWATER for twenty-eight years professor of Latin in Indiana University, has left the profession of teaching and entered the ministry. He has charge of the Christian church at Franklin.

WM. T. HARRIS, U. S. Commissioner of Education, recently offered the chief clerkship in his department to Maj. R. J. Quinn, editor of The Southern Educational Journal, of Atlanta, Georgia.

REV. GEORGE HINDLEY, the new president of Ridgeville College, comes with testimonials of eminent success in educational work in other states, and THE JOURNAL extends to him a cordial welcome to the Hoosier state.

F. D. CHURCHILL, so well and so favorably known in southern Indiana, who has been off duty more than a year on account of ill health, is now able for work again and is superintendent of the schools at Oakland City.

W. J. WILLIAMS, for many years superintendent of the Franklin school, spent the summer at Colorado Springs on account of the ill health of his wife. The purpose of the visit was not realized and Mr. and Mrs. Williams are now at Kokomo, Ind., and results seem more favorable.

E. S. CLARK, formerly of Indiana, writes: "This is my ninth year in Henderson, Ky. Schools are flourishing; enrollment 1600; teachers 40. A new building with all modern improvements is being erected. This makes the sixth building. Nine years ago all the schools were in one building."

CYRUS SMITH, whom hundreds of Indiana teachers remember with pleasure, is now doing his work in Michigan, with his headquarters at Lansing, and seldom visits his old Indiana field. He has just completed his twenty-seventh year as book agent. His many friends will be glad to know that he is in excellent health and spirits.

A. J. SNOKE for many years the efficient superintendent of the Princeton schools, since going west has been librarian of the Seattle city library, but at the beginning of this school year became principal of the West Seattle schools. Mr. Snoke has an article in the N. W. Journal of Education, entitled "The County Teachers Institute."

JOHN M. BLOSS, former State Superintendent of Indiana, but now president of the State Agricultural College of Oregon, located at Corvallis, was married September 19, to Miss Mary A. Woods, Miss Woods was principal of one of the schools in Topeka during the time of Mr. Bloss's superintendency. She is a lady of education and refinement and will make a splendid vice-president. The college already shows marked improvement and the number is larger than ever before. President and Mrs. Bloss have the hearty good wishes of a multitude of Indiana friends.

ARNOLD TOMPKINS is now "up to his eyes" in work at Chicago University. His address is 7,717 Goldsmith Ave., Auburn Park, Chicago. A paper containing an article charging that Mr. Tompkins did not leave the Franklin schools of his own accord, has recently been sent broadcast over the state. To people who know Mr. Tompkins it is only necessary to say that he positively denies the charge and says that two of the three members of the Board urged him to remain. But further: suppose it were true that he "had to go." How many teachers and superintendents are there in the state who have not at some time lost a position. If losing a place is a disgrace, the country is full of disgraced teachers.

BOOK TABLE

THE WABASH, the college paper for Wabash College, is a well-conducted students' paper, much above the average of its class.

"GRAMMATICAL CAUTIONS," by James F. Willis, of Philadelphia, Pa., is a forty-one-page pamphlet that can be made serviceable to many teachers.

"HISTORY AND LITERATURE in Grammar Grades" is the title of a seventeen-page monogram by J. H. Phillips, and published by D. C. Heath & Co. It is a well-written paper, and will make profitable reading for any one interested in the subject.

THE ORANGE JUDD FARMER, published in Chicago, is a weekly paper devoted to general farm interests. Its various departments are edited by specialists, and a reader gets the latest and best thought in regard to each subject treated. Price, \$1.00

LITTELL'S LIVING AGE is appropriately named. It is a true representation of "the living age,"—the vast complexity of thoughts, interests, aims, speculations, imaginations, knowledges, retrospections, of the contemporary world. Published by Littell & Co., Boston.

THE BREEDER'S GAZETTE, a weekly journal devoted to live stock husbandry and published in Chicago, is the best paper of its class in this country. It is generously illustrated and ably edited. It is a valuable paper for any one interested in stock raising. Price, \$2.00.

A novel feature in juvenile journalism is "Vacation," to be issued as its name indicates, at the vacation seasons of the year by *Harper's Young People*. "Vacation" will be an "extra"—that is it will be sent free to subscribers in addition to the regular fifty-two numbers of the year.

THE PUBLIC SCHOOL JOURNAL, Bloomington, Ill., has recently published a little book of sixty-four pages, entitled "A Brief History of Political Parties," by J. L. Pickard, former superintendent of the Chicago schools. The name of the author is a sufficient guarantee for the high merit of the book.

THE sales of the Cosmopolitan Magazine for September were 211,000 copies and 50,000 more were ordered after the first edition had been exhausted. This popular magazine has for its contributors Howells, Cable, Lodge, James and other popular writers of the day. With SCHOOL JOURNAL, \$2.50 per year

GOLDTHWAITE'S *Geographical Magazine* has established a department to be known as the "Tourist's Department," the purpose of which is to cater to the inclination of the people to know more of the world they live in by actual travel. This will be an attractive feature of this popular magazine. Price \$2.00 per year. With SCHOOL JOURNAL, \$2.75.

WIDE-AWAKE is now merged in *St. Nicholas*. November begins the new volume, which is the first number of the combination. The new volume of *St. Nicholas* is permanently enlarged, containing nearly 100 pages. Mark Twain begins a story in this number, Rudyard Kipling begins a series of tales of India, and Clara Doty Bates writes of the children of the Plaisance. But these are only a few of the charming articles in this very attractive magazine.

WORTHINGTON'S MAGAZINE for November fully sustains the reputation gained by previous numbers. In the competition for popular favor this magazine holds a leading place, being bright, fresh, and enjoyable in every detail of its make-up. Its flavor is distinctly American, and the leading articles are always upon subjects upon which American readers—men, women and children—should be thoroughly posted. Published by A. D. Worthington & Co., Hartford, Conn.

THE INDIAN and the Indian's land are subjects of permanent interest, and just now that interest is quickened by the opening of the Cherokee Strip. In *Harper's Magazine* for November Mr. Rezin W. McAdam, a newspaper editor who resides in the Indian Territory, advocates dividing up the reservations among the red men, and placing Indians on the same footing as whites and negroes. Those who are in doubt concerning the accurate boundaries of the new territory of Oklahoma will find a map of the same in Mr. McAdam's article. It is an excellent article for any teacher of geography.

THE STUDENTS' SERIES OF ENGLISH CLASSICS, published by Leech, Shewell & Sanborn, New York, contains valuable reprints. We have before us two volumes in this series—*Macaulay's Essays on Milton and Addison* and *Milton's Lyrics*. These reprints are neatly and durably bound in cloth, they are convenient in form and the notes accompanying each are full, clear and comprehensive. The Milton and Addison volume is edited by James Chalmers, of the Ohio State University. The design of bringing these two essays in one volume is to make a comparative study of the two great writers, and such critical compari-

son must result in wholesome thought. Milton's Lyrics contains a biographical sketch, a list of contemporaneous writers, besides the text of the poems that give the book its title. Price of Lyrics, 35c; Essays on Milton and Addison, 42c.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

GENTLEMEN who have tired of the confinement of the school-room, and are looking for more profitable employment, will do well to address the American Collecting and Reporting Association, Rooms 2, 3 and 6, Boston Block, Indianapolis. 10-2t

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

TO COUNTY SUPERINTENDENTS:—The undersigned (lately Professor of Mathematics in the National Normal University, Lebanon, Ohio,) desires engagements for work in the county institutes of Ohio and Indiana, during the months of July, August and September, 1894. Eighteen years' experience; high grade professional work; usual terms. Address, W. A. Clark, 5 Lee St., Cambridgeport, Mass. 11-?

THE whole art of teaching is in the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards. In order that knowledge may be properly digested it must have been swallowed with good appetite. It seems to us that the United States School Furniture Co.'s Topographical Relief Map of the United States must prove a resistless incentive to the study of Geography. It teaches ideas and the right ones, too, instead of words. Progressive teachers will be interested in it. IT IS EDUCATIONALLY SOUND and stands for just what rational education is striving after. The publishers have offices in Chicago, New York and Sidney, Ohio. 11-tf

A NEW DEPARTURE.—The National Mutual Life Insurance Company of New York occupies a new field of life insurance. It issues policies to many persons who by reason of occupation, over or under weight, former illness, family history, etc., etc., have heretofore been denied the benefits of life insurance by other companies. This is done by charging a rate corresponding with the risk assumed, the same as fire, accident and marine insurance. Hitherto this idea has been lost sight of, and applicants for life insurance who could not conform to certain cast iron rules in which prejudice often plays a larger part than common sense, have been rejected and unable to obtain protection for their families. Scores of people can be found in every community who have been rejected by some life insurance company, who, by continued good health, have proved themselves good risks and have lived longer than many who have been accepted. We are of the opinion that a very large proportion of these risks could be written with safety and profit by a proper system of rating. It has been successfully done in England for the past thirty years. The National Mutual Insurance Company has originated the Adjusted Rate Plan and proposes to extend the benefits of a good insurance on a perfect, sound and equitable basis, to a large class of deserving persons who, for trivial reasons and technicalities carried to an unwarranted extreme, could not obtain the insurance of which they stand specially in need and provide means of comfort and happiness for those they leave behind them.

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10-3t

S. R. Winchell's Teachers' Agency, 362 Wabash avenue, Chicago, differs materially from others. It seeks the co-operation of those who employ teachers. It procures teachers for positions, not positions for teachers. It seeks after and solicits the enrollment of the best teachers, and accepts no others. It aims to be a national registry of all the best teachers, as well as superintendents, professors and principals, so that schools in any part of the country seeking the best educated talent may use the Agency as a directory. It accepts no registration fee from teachers, except twenty cents for correspondence. It does not notify teachers of vacancies, nor ask them to apply for positions unless requested to do so by the boards. School boards are invited to consult us without expense. The usual commission is charged to teachers whose names are registered, when they are selected for a position through the aid of the Agency. Application from teachers should be accompanied by 10 cents in stamps, with full statement of age, education, experience and the salary wanted, also a photograph and testimonials. In reply an enrollment blank will be sent or the papers and photograph returned.

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QUALIFICATIONS OF COUNTY SUPERINTENDENTS.

E. G. MACHAN, SUPERINTENDENT LAGRANGE COUNTY.

After a careful reading of Mr. Carroon's able paper in the September number of THE JOURNAL, in which he shows so clearly the necessity of a professional and scholastic qualification for county superintendents, the thought suggested itself that it would be well to consider how this can best be accomplished. The advisability of an educational qualification, I presume, is admitted by all. The important question is, how can this best be secured and work no detriment to any section of the state?

Mr. Carroon, in meeting the objection to an educational qualification that some counties would be without superintendents, remarks that such counties most need such a law, and suggests that "there is plenty of material outside of such counties, and a healthy grafting might possibly benefit them." The suggestion is a good one, were there no constitutional barriers in the way. But as the constitution provides that no one is eligible to a county office who is not a citizen of the county and who has not resided in the county one year immediately pre-

ceding the election, it becomes necessary in enacting a law to provide against all emergencies. Several states have enacted laws restricting candidates to certain qualifications. Probably Pennsylvania has restricted as closely as any. No person in Pennsylvania is eligible to the office of county, city or borough superintendent in any county of the state who does not possess a diploma or state certificate issued by a state normal school, a professional certificate from a county, city or borough superintendent of good standing, issued at least one year before the election, or a certificate of competency from the state superintendent; nor shall any person be eligible unless he is of good moral character, and has had successful experience in teaching within three years of the time of his election.

In Mississippi each candidate is examined by a board of examiners. First, as to his educational qualifications which must not be inferior to those required of a first-grade teacher; second, as to habits and moral character; third, as to executive ability.

In Kentucky the county judge grants the certificate after examination. Moral character, ability to manage the common-school interests and competency to examine the teachers are further requirements.

It seems in all of these states the main points aimed at are—first, moral fitness; second, superior scholastic attainments; third, executive ability. Cannot these all be combined in a simple requirement in this state, viz., that a candidate to be eligible must hold a state license—life or professional—or have served one term or more in the office as superintendent? By the last provision no county will be prevented from having a county superintendent, while it will be but a few years until every office in the state will be filled with a superintendent holding a state license. The state license embodies all the re-

quirements enumerated—moral fitness, scholastic attainments and executive ability. The only apparent weak point is that of permitting those now in office, or who have been, to fill the office regardless of qualifications. When we consider that on an average one-third of the offices are filled with new men at each election, it is apparent that the law will have worked its purpose in four years' time from the first election. Another cause for suggesting that the limit include those now in office is that we now have a number of our most efficient superintendents who do not possess state license, and we question if many of them are eligible to either grade of license. Many of them have not taught long enough to be eligible to a life license, and have not taught late enough to be eligible to a professional license. The statute provides that "any person who shall receive two licenses in succession, each for thirty-six months, may receive at the expiration of such several licenses a license for the term of eight years upon such an examination," etc. The State Board has ordered "that persons who have received two county licenses of the first grade may be admitted, within one year of the expiration of the second of such licenses, to an examination for an eight-years' professional license." It is apparent from this that all superintendents who are serving more than one term of office are ineligible to a state professional license unless they have had their licenses issued since they have been in office. As we have suggested, give us a law of this kind, and it will be but a few years until it has worked out the results intended, and at the same time has been a hardship to no one, while the good done the schools of the state will be beyond our comprehension. Think of it! A saloon-keeper in this state must be a man of good moral character (let that be what it may), but no such requirement is made of a county superintendent. This

question should be agitated until our legislature gives it attention.

THE DEFINITION OF POETRY.

ARISTENE N. FELTS.

Writers of literary criticism have considered poetry from many different standpoints, and have formulated definitions corresponding to their point of view. The most that many critics have tried to do was to give some of the more obvious characteristics of poetry, as in Milton's oft-quoted adjectives in the sentence, "As compared with logic, poetry is more simple, sensuous and passionate;" or, as in J. S. Mill's definition, "Poetry is emotion expressed." Few have attempted to make a logical definition, one which would give the genus and differentia of poetry, which would include all of its classes and exclude all that shall not bear that name. It is difficult to formulate such a definition of anything, because few minds can grasp a subject as a whole and view it from all sides in its entirety, and poetry is especially difficult to define, because the arts, of which poetry is one, are an expression of life in which not only the life itself is constantly progressing but the form of expression is continually adapting itself to this changing subject-matter. It is the purpose of the present paper to analyze some of the principles of poetry which should be comprehended in a good definition, and to formulate a definition.

What is the subject-matter of all art? The answer, "Life," does not make a very definite impression upon the mind. Each concrete object in nature has life, and we might say that art deals with trees and birds and flowers. But does it deal with them in and of themselves, or does it look through them to what they signi-

fy? The poet, like other artists, is seeking to express the reality of life; and in what does the reality consist? The objects in nature are most generally thought of as the real things in life, and they certainly are the manifestations of reality. But there are different ways of looking at any object of nature. If we make a cross-section of an object at any period of its existence, and abstract it from its surroundings in order to consider it intellectually, the object will be dead before us, without much meaning, and consequently uninteresting. Thus cut off it is a mere record of what it has been. The reality of the man, the tree or the river is surely not in such a cross section of its life. What it has been is certainly not what it is, although it is the basis of what the future is to be. On the other hand, before every object in nature an ideal is consciously or unconsciously placed. The sapling promises to become a tree, the brook promises to become a river, and man places before himself ideals towards which he is ever working. Is the reality, then, in this ideal? This unsubstantial, fleeting something which defies description or possession? Such a conception of the reality is embodied in the agnostic's treatment of poetry. To him the subject-matter of poetry is an intangible, indefinable something which slips away when inquisitively approached.

The reality is found neither in deeds nor objects as such; these are only isolated, completed things, void of interest in and of themselves. Nor is it found in the vague ideal, without form or substance—a mere wish for the future—but rather in the relation. the tension between the two. The reality of life is in its activity. It is in the progress of the brook becoming a river, the sapling becoming a tree, and in the man becoming an angel. Nor is the limit reached when these ends are attained. If there is life at all there is progress, and the essence

of things, the reality, is in that progress. The poet, then, deals not with objects as such, nor with ideals as ideals, but with the activity, the relation between the two. These relations are universal. Universal means just this:—the way, the manner, in which things are joined. The only thing universal about a triangle, to use Professor Dewey's familiar illustration, is the way it is put together. It is in finding out these relations, the way in which ideas and objects are brought or may be brought together in finding out these universal truths of life, that the poet is concerned. These universal truths are fundamental and permanent. They are fundamental in that they comprehend these relations of life. The working hypothesis of the scientific world is that the universe is a unity, which means that everything has its own proper position, and that, if we could see the universe as a whole, no actual relation in it would be accidental or arbitrary. These universal truths are also permanent. The relations in the world always exist—it is only the content, the meaning of the relations, which changes. Man has and always will love; but the meaning of love, its content, its scope, is continually changing; the relation between man and man is permanent, but in the progress of ages we put more and more meaning into those relations.

We have tried to show, thus far, what is the subject-matter of all art. What, now, are the qualities of mind required to see and effectively express this subject-matter, these universal truths? These truths are not concrete things, which can be seen with the physical eye; they are ideas, visible only to those who have imagination strong enough to discern them. This imagination must be accompanied by emotion. The attention and interest of a person is directed only to those things in which he finds to some extent his own nature. Professor

Dewey defines interest as the "union in feeling through action of self and an object." The poet would be entirely ignorant of these truths if there was not in them something which he recognizes as akin to himself. It is this union of the self with the object which satisfies and arouses pleasurable emotions in its contemplation. These objects of contemplation, these universal truths, then, appeal only to men capable of spiritual discernment, who find themselves partially realized in these objects. This is not a mere intellectual process; it is the work of a vivid imagination, colored through and through by emotion. The more united the self finds itself with the object the greater the flood of emotion which accompanies that knowledge. If one expresses effectively these universal truths, it only goes to show that he has found himself, in so far, one with truth, having had sufficient imagination and emotional feeling to discern that fact.

And what makes his production effective? It is effective only in so far as he makes his reader feel that the poet is one with truth, and in so far as the reader realizes himself one with the poet. The same powers are as necessary to the reader as to the poet, only they need not be so highly developed. It is this emotional recognition of the union of the self and the object which makes the contemplation of art pleasurable. Courthope incorporates this idea in his definition when he says: "By poetry I mean the art of producing pleasure." The same idea is beautifully expressed in Shairp's definition of poetry: "Whenever the soul comes visibly in contact with any fact, truth or existence; whenever it realizes and takes home to itself with more than common intensity, out of that meeting of the soul and its object there arises a thrill of joy, a glow of emotion; and the expression of that glow, that thrill, is poetry."

What has been said concerning the subject-matter of

poetry and its expression is equally true of all of the fine arts. The difference between architecture, sculpture, painting, music and poetry is not so much in the subject-matter or in the manner of its expression as in the material through which it is expressed. Language is the medium of expression for poetry, and so language is the medium for prose also (and the subject-matter remains virtually the same), it is difficult to discriminate accurately between prose and poetry. The difficulty is increased because language is not stationary, but is continually growing, and has had as great development as has the content of universal truths. Because of this gradual evolution it is difficult at any one time to tell what kind of language shall constitute prose and what kind poetry. That prose as well as poetry has rhythm all admit. At the present time the rhythm of prose has not been reduced to meter, nor has there been any satisfactory distinction made between the rhythm of prose and that of poetry. The choice must then be made between admitting as poetry all rhythmical language, as Watts does, or excluding the so-called poetry of Walt Whitman and others, which is rhythmical but not metrical. Since the number in this latter class is comparatively small, and since as good an authority as Watts admits that language which is not metrical is not, to-day, considered the medium of poetry; since, too, a definition of poetry is not for all time, but is meant to tell what poetry is to-day, the expression "metrical language" would best indicate the medium of poetry at the present time. No doubt a different distinction between the rhythms of poetry and prose will some time be established, and will then be incorporated in the definition of poetry. The terms "imaginative" and "emotional," as used in most of the critics' definitions, we have tried to show, are not necessary to describe the language of poetry, for they

are already comprehended in the poet's ability to express, effectively, universal truths.

Although the subject-matter of poetry is concerned with abstract truths, rather than with concrete objects, its expression, to be effective, must be in a concrete form. Everything that exists in the physical world is concrete, is a thing, an object, and the human mind, in order to formulate ideas, ideals or truths, in order to make language itself, abstracts from these concrete objects their relations, the law of their being, and thus presents the truths of life. The poet, after appropriating these truths, represents them to us again through concrete objects. In Bryant's poem, "To a Waterfowl," the poet is not talking about the waterfowl as a waterfowl. His theme is something higher than that. The poet would show in this poem the mutual relations between God and man, the dependence of man on God, and his assurance of Divine guidance. With this as a theme he selects those concrete objects that will best represent these relations. The course of the "waterfowl" pursuing its "solitary way" along "that pathless coast,"

"Lone wandering, but not lost,"

is typical of man's course in life, and the relation between God and the bird is like that between God and man. The poet selects those attributes of the concrete objects most suggestive of these similar relations, and we look through this concrete medium at the truth which the poet wishes to express.

Most that the critics have said in regard to what constitutes the criterion of poetry—that is, what it is that makes poetry good or bad, why one poet is better than another, is comprehended in the foregoing ideas of the subject-matter of poetry and its expression. Arnold asserts Wordsworth's superiority over certain other poets because "He deals with more of life than they do; he

deals with life as a whole more powerfully," which means simply that he more clearly sees the complicated relations in the world, and more fully grasps the ideal of a complete unity in life, with all of these manifold relations within it. Courthope says the "Test of the rank of a poet is simply his capacity for producing lasting pleasure by the metrical expression of thought." The only reason why there is "pleasure" at all, or why the "pleasure" is "lasting," is because the poet, in his interest in these universal truths, recognizes himself in them in so far at least as he sees them at all; and the reader gets pleasure and always will get pleasure from the contemplation of these truths in so far as he feels his common humanity with the poet.

Courthope further says that "Each [poet] should be judged on his own merits, with sole reference to the end proposed, the real question being whether that end is in itself a just one, and, if so, how nearly it is attained." And what is the aim of the poet? His first aim is to identify himself with the law, the principle, in the truths which he is to present. The more closely he finds himself in that law, the better his poetry, all else being equal. The next step after knowing the truth is to find the best concrete symbols and the best attributes of those symbols to represent the truth. The æsthetic pleasures are aroused because of the fitness of the symbols to the truths and of the fitness of the attributes to both the symbols and the truths. The greatest poet is the poet who most perfectly does all of these things.

The definition which would comprehend to a large extent the foregoing ideas of poetry would be as follows: Poetry is the concrete expression of universal truths in metrical language. The content of the term "universal truths" is intended to include all the active relationships of life, and the word "universal" is intended to mean

not merely "common" or "found in all ages," but the way, the manner, in which ideas are related in the world. Stedman expresses the ideas of the subject-matter of poetry, as herein presented, when he says: "The poet's province is, and ever must be, the expression of the manner in which revealed truths, and truths as yet unseen but guessed and felt by him, affect the emotions and thus sway men's souls."

ANN ARBOR, MICH.

THE LAW AND THE SCHOOLMASTER.

WM. C. SPRAGUE.

The teacher has the right to expel only for a reasonable cause. The power of expulsion is generally lodged in the hands of the school directors or other committee in charge of the school, and the teacher generally has power only to suspend the pupil until the matter can be brought to the attention of such superior body. Some states, and among them Ohio, regulate this by statute, and for a wrongful expulsion the teacher is liable to the child, and according to Ohio statutes, I believe, the teacher and local directors of the sub-district are liable to the parent for damages. There are cases for which the usual methods of punishment are inadequate. In general, no doubt, the teacher should report a case of this kind to the proper board for its action—if no delay will necessarily result from that course prejudicial to the best interests of the school. But the conduct of the pupil may be such that his presence for a day or an hour may be disastrous to the discipline of the school or the morals of the pupils. In such case it seems absolutely necessary to the welfare of the school that the teacher should have the power to suspend the offender at once from the privilege of the school—and he must necessari-

ly decide for himself whether the case requires the remedy. He should then promptly report his action to the board. It will be seldom that the teacher in charge of the school will be compelled to exercise this power, because, usually, he can readily communicate with the district board and have direction and orders. We conclude, therefore, that the teacher has, in a proper case, the inherent power to suspend a pupil from the privileges of the school, unless he has been deprived of the power by legislation or the affirmative action of the board. In some states by statute, I understand, the expulsion may not extend beyond the term, and the teacher's power extends only to temporary expulsion or until such time as the proper board may act, but the teacher would doubtless be held liable for an unreasonable exercise of this power. It is settled in law that the teacher may make reasonable rules to require obedience, even to the extent of expulsion. The question arises, what are reasonable rules?

A few cases have come before the courts; for instance, an Iowa case decides that a rule providing that pupils may be suspended from school in case they are tardy or absent (except for sickness or any other unavoidable cause) a certain number of times, is a reasonable rule, or a rule excluding a child who is known to be of a licentious character and immoral, though such character is not manifested by any acts of licentiousness and immorality within the school. And a Massachusetts case cites as reasonable rules such as provide against acts of neglect, carelessness of posture in the seat and recitations, tricks of playfulness and inattention to studies and the regulations of the school in minor matters.

Pupils may be punished for violating rules against swearing, quarreling, fighting, refusing to render an excuse for absence from school without leave, disturbing

the school by making a noise resembling a cough, an act of contempt and defiance of the teacher's authority, or for refusing to solve examples in arithmetic at home.

And in a Vermont case that a pupil in the grammar school shall write English compositions, and that if such pupil, in the absence of a request from his parents, refuse to comply with such rule, he may be expelled. Two cases are referred to of unreasonable rules, and beyond the teacher's jurisdiction. One to which I have referred, that no pupil shall attend a social party, or that when returning to school after recess, each pupil shall bring into the school-room a stick of wood for the fire. The courts say such rules are not needful for the government of the school, and the pupil cannot be suspended for a refusal to comply with such a rule. Nor is the rule reasonable that the pupil shall be suspended or punished if he does not pay for school property, although proper punishment will be upheld for any wanton or malicious or careless acts resulting in destruction of school property.

A Vermont court states the causes for which punishment may be inflicted as follows: Acts done to deface or injure the school room, to destroy the books of scholars, or the books or apparatus for instruction, or the instruments of punishment, language used to stir up disorder, and insubordination, or to heap odium or disgrace upon the master; writings and pictures placed so as to suggest evil and corrupt language, images and thoughts to the youths who must frequent the school. All such and similar acts tend directly to impair the usefulness of the school and the welfare of the scholars and the authority of the master.

The right to punish such offenses is essential to the preserving of good order, decency, decorum and good government in the school. It is the teacher's duty to

maintain good discipline, to quicken the interests of the slothful, to arouse the indolent from their lethargy, to curb the impetuous and to subdue and control the stubborn; that this duty may be fulfilled the taskmaster should be clothed with the authority to inflict punishment when in his judgment it is necessary.

This brings us to that subject, dear to every teacher's heart, corporal punishment. School codes of the United States are generally silent on this question, but numerous judicial decisions uphold the teacher's right to use corporal punishment. There is no doubt but that the law gives the teacher the privilege of applying the rod. Under the old Roman law the father was privileged to kill or abandon his young child; 1900 years have taught us better than that, and we are now only allowed to wear out his pants, to the amusement of the school, the souring and spoiling of the teacher's day and temper, and the hardening of the boy's disposition, and the injury of some ambitious young apple tree. We are perhaps a little more civilized than when Byron wrote:

"Oh, ye who teach the ingenuous youth of nations,
Holland, France, England, Germany and Spain,
I pray ye flog them upon all occasions;
It mends their morals, never mind the pain."

To my disappointment I have been unable to find a single court of last resort with backbone and humanity enough to decide against corporal punishment. One judge, a member of the Indiana Supreme Court (I can see the kind-hearted old gentleman, and he doubtless has a family of girls), is down in the Indiana reports as saying that "the weight of reason and humanity is against such a method of punishment, but that the public still clamor for this relic of barbarity in the common schools, and the courts must yield to the demand." Yes, we have all seen the clamor for it, but this clamor for it has been

pretty well confined to one class. The boys and girls who make up this vast majority of this same public never seem to hurt themselves clamoring *for* it. But this method of punishment will go, just as sure as capital punishment, the guillotine and the stocks are passing into history. The forests of our land are too rapidly disappearing. The young life has been strangled in many a sprightly young sapling to furnish humiliation and a warm seat for a restless boy, amusement for his comrades, and a tired body and heartache for the good teacher. When I glance at the premature old age of the apple trees in my father's yard, I ask myself if it paid to spoil those noble old trees, whose very knots and wrinkles I love, for what they had to sacrifice in order to my "bringing up." Yes, the teacher may continue to flog, and no law will save the lad excepting the law which in its spirit provides that the stick be of reasonable size—not too many knots in it; that it be not used with unreasonable force, nor for an unreasonable cause, and that the teacher shall exercise reasonable kindness in choosing as to where to make the application. Anything beyond this, and the teacher will find that he who laughs last laughs best.

The question is always, whether, considering the offense of the child, his age, condition and all the circumstances, the teacher inflicted extreme and unnecessary punishment. The right is to punish in a proper manner and to a proper degree. If the teacher goes beyond that the act becomes unlawful, and he is responsible for the consequences.

In determining this question the teacher must take into consideration the size and apparent condition of the child, the character of the instrument of punishment used, and the manner of its use, the part of the body to

which it is applied, and the extent of the application.
DETROIT, MICH.

PRIMARY DEPARTMENT.

This Department is Edited by MRS. SARAH E. TARNEY-CAMPBELL, late of the State Normal School.

PURPOSE OF OBJECT LESSONS.

Agassiz was a teacher who believed in the use of objects with pupils when these objects were procurable. He was at one time asked to give instruction on insects at a teachers' institute. This is what he says of it: "I thought the best way to proceed would be to place the objects in the hands of the teachers, for I knew that mere verbal instruction would not be transformed into actual knowledge. I therefore went out and collected several hundred grasshoppers, brought them in, and gave one into the hands of every one present. It created universal laughter; yet the examination of these objects had not been carried on long before every one was interested, and, instead of looking at me, looked at the thing. And they began to examine and to appreciate what it was to see, and see carefully. At first I pointed out the things which no one could see. 'We can't see them,' they said. 'But look again,' said I, 'for I can see things ten times smaller than these,' and they finally discerned them."

Lessons on objects are good, if only for the careful cultivation of the eye, and still better if with the training of the eye in seeing the particular things true of the object there goes a careful thought and investigation as to what all the things observed mean. "Object" teaching should serve a two-fold purpose—a training of the eye and a discipline of the power of reasoning. The training of the eye is valuable because of furnishing correct data from which conclusions shall be drawn.

DEVICES FOR PRIMARY BIOGRAPHY WORK.

A teacher wishing to do the biography work as suggested for children has written asking what books she can get that will give somewhat in detail the biographies of great men, showing their early life in relation to the church, social life, government, business and educational worlds, and yet not buy a volume or two on the life she wishes to study. Her question may be the question of others, and I will say a few words in reply here.

First, let me say, I know of no book or books in which this part of the lives of great men is given in sufficient detail in the points above mentioned to be interesting to children. There are many helpful books written for children, boys and girls, but I know of none that seems to me to present these men in the best light for primary biography work. Since I cannot suggest any one book or books that combines all the elements I tried to show as belonging to the work, I will speak of the way certain teachers do the work and do it well.

The teacher decides upon the particular man (or woman) she wishes to have the children consider. The first thing she does is to read all she can about him in the best book at hand which may be an encyclopedia. (Even if a teacher does not own one, she will have no difficulty in finding one belonging to the school or some friend.) This gives a fair idea of the man although it may say little of him as a boy—one of the parts to be made most interesting to the child. But the teacher has now located the man. She knows when and where he was born and probably the occupation of his parents, as well as a few other details of his earlier life.

Suppose she finds this man was born in Connecticut, in 1800, and was intended for the ministry, but on account of inflammation of the eyes was compelled to give

this up. And suppose this is about all of his boyhood she does find. Rather meager material for a thrilling story about the early years of a man who gave up his life to succor a down-trodden people. The teacher then takes a geography and finds the nature of the climate in Connecticut, length of seasons, kind of winter, &c. She also notices what are the main agricultural products and tries to determine if they were about the same as one century ago. She also notices what are the main imports of the state and determines from her general knowledge what they were in 1800. Then she may take a history of Connecticut (the history of Connecticut in the commonwealth series is very good as are the others in the same series) or read what is given on Connecticut in our best United States histories if these are all that can be had.

Probably the year 1800 may not be mentioned in the history, but a period covering twenty years before and twenty years after 1800 will show the institutional life at that time. So wherever she may find it, the teacher notes the peculiarities of their church services, kind of churches, how warmed, etc.; she also notices how the people lived in their own houses, furniture, carpets, lights, beds, etc.; then, too, she has read of old New England thanksgiving dinners and remembers kind of house, mode of travel, thrift, etc. usually spoken of. She also takes notice of the government of Connecticut, some important questions and the attitude of the people upon them. She finds something about the schools, the buildings, teachers, number of pupils, course of study, and other details she may be able to find out. This then may complete all the teacher's preparations that must be made directly from books.

She now weaves all these facts into a story using this man as a center. She tells her pupils that long before

their papas can remember, even when their grandfather's papas were boys there was a certain little boy about their own (their great-grandfathers') age of whom she is going to tell them. It would mean very little to tell the children that this boy was born in 1800; and although putting it in reference to parents and grandparents may not be very definite it is at least more so than the other.

Then she tells them this little boy was born in Connecticut, about two or two and a half days' ride east of here. Probably the children already have heard something about Connecticut, and if so, a word or so from them on what they know about the state will help to connect this boy with what they already know.

She tells them his parents lived in a little town and his father helped tan hides to make shoes. They were quite old-fashioned people and were called Brown and when they went to name their baby they called him John, John Brown. Then she tells him what the mother did, how she wove the cloth for her own clothes, as well as for those of Mr. Brown and John. Their house would seem very plain to us now—no carpets, no stoves, only a great fire place for cooking and warming.

In the same way she would give John's early school life—setting him into what she knows about the schools of New England at that time. She does the same with the church, business and government. In every place the children follow John, see what a queer kind of school his would seem to us now. How strange it would seem to us to go to such a church as John attended, and in winter time have to take warming pans with us to keep us warm as he had to do!

I think the point is clear. The teacher must be as thoroughly acquainted with the institutions of the particular time and place as possible. She finds out what

she can about the boy himself and then completes the details in the boy's life from the general facts she has gathered. But some objector says, many of the details of John Brown's early life as this teacher gives them are probably not exactly correct. That may all be true. But the pupil is getting the institutional life of that section of the United States in 1800, and when he traces John Brown's life he will follow the lines of development. These he cannot follow abstractly. They must be made concrete. And, besides, the great end is not that the child shall remember the exact points in John Brown's life, but that he gets hold of the great lines or trends of growth in our national life.

A word might be said on books that are helpful in this work. Charles C. Coffin's series, "Old Times in the Colonies;" "Boys of '76;" "Boys of '63" is excellent. These books do not give the biographies as I have suggested, but they give an excellent idea of the whole round of institutional life in juvenile form. The Commonwealth series on the original thirteen states is also very good, and any good history will also be helpful. If one can have access to Carton's biographies, he will have an excellent help that is short; also "Boys who became Famous and Girls who became Famous" are very good.

THE PRIMARY PHASE OF THE BEAUTIFUL.

The key-note in beauty is adaptation, appropriateness. A room is beautiful because its size, shape, color of carpet and walls are all well adapted to the use for which the room was intended. There is additional beauty given the room by the judicious selection of chairs, tables and pictures in harmony with its general idea or purpose. A carpet or curtain may be beautiful in one room, but far from it in another, and the thing which determines this

is its adaptation to the general purposes of the two rooms. What is beautiful for a school-room may be ugly for a parlor, and a parlor may be all out of harmony for a school-room.

It is the same thought in music, statuary, literature, painting, etc. In a picture the pose and expression of the figures must be well adapted to express the idea the picture intends to set forth, and this idea must be a truth—it cannot be otherwise and be beautiful—and universal. The coloring in a picture is beautiful or not, according as it sets forth this truth to advantage. In architecture columns and domes and spires are beautiful, if they are in keeping or harmony with some predominant thought in the building. So it is in literature. The concrete image is beautiful mainly for the reason that it is admirably fitted to embody some great truth, and the language is beautiful when it is most fully in harmony with the underlying thread or thought in the selection.

This all means that back of every thought, phenomenon or appearance is some truth or principle in the light of which the fact is to be interpreted. He who most clearly and truthfully makes this interpretation is the one who sees most beauty, for in making the interpretation he is constantly seeing the adaptation of symbol to meaning, matter to mind.

It has been assumed all through the discussion in primary work that the primary phases of the different subjects are the concrete or objective phases. The child, in a sense, is a slave to the world around him; he sees concrete individuals, as dogs, dolls, boxes, cats, parents, etc., and his thinking is mainly confined to these particulars, either as they actually are or as he imagines them to be.

If there be a primary phase of the beautiful it must be here in the child's concrete world. It must be in the

adaptation of attributes and parts of little wholes with which he is or may be familiar. But it is evident that since the perception or feeling of the beautiful is dependent upon seeing a *relation*, and that relation the difficult one of adaptation of attribute to completed whole, the true beauty in an object can not be appreciated by the very small child. He may be pleased with the color, form or size of the object, but he is pleased with them apart from seeing their adaptation to the purpose of the object itself.

The common division of surrounding phenomena into the two worlds, nature and man, will answer here to show further the nature of the primary phase of the beautiful. The realm of nature has its two phases, the particular and universal. The realm of man has the same, the particular, individual side, and the general or universal side. The child's field of thought is confined, in the main, to the particular phases of both man and nature. The child's realm of beauty is confined to the same.

The first step in discerning adaptation in nature, and resulting in a feeling of the beautiful, is a careful observation of the plants and animals around us. The child sees how they are as to form, color and size. He notices the details of leaves, buds, flowers, fruit, stem and roots. Or it may be his attention is directed to feet, claws, fur, eyes and horns. His first thing is to see well with his eyes the little individual facts of the plant or animal under consideration. Then comes a finding out of the habits or nature of the plant or animal, and, after this, he must see how such a form or size or claws or horns are adapted to help meet the necessities of such a nature. If this work is rightly done, and the child, seeing the adaptation of all the elements in the plant to the nature or purpose of the plant, thinks that this is good,

the resulting feeling is that of beauty. But if he should think that such a form or size, for instance, was not well adapted to the nature of the object, then the resulting feeling is not that of beauty. The object, in that respect at least, is not beautiful to him.

If a child is led to see the woolly buds of the hickory, and why they are so, he has had an elementary lesson in beauty. If he is led to look at a bean in the different stages of its growth, and if he sees the use of the seed-leaves, the tiny bud at the top, the little rootlets—if he sees the part of each in the economy of the plant, he is seeing a relation that should result in, at least a small degree, a feeling of beauty.

If he is led to see why some birds have such beautiful plumage and others such dull, why a certain kind has two toes forward and two back, why some have curved beaks and others straight, he is in the realm of the beautiful in nature. If he is told about the camel, the peculiar construction of its foot, its nostrils and its eyelids and brows, and how these fit the camel for its life on the desert—when he finds all these things, and if he does not think such a nostril, foot and eye admirably adapted to the life of the animal, he loses the little feeling of beauty (if not too elementary to be called beauty) the point is capable of affording. So what we call “nature stories” may have such an element about them as to make the child conscious at many points of this adaptation and appropriateness. “Nature stories” may, after all, be of such a character as to deal with the primary side of the beautiful.

Now a word in regard to the realm of man or mind. In this field, as in the others, only particulars as particulars can be appreciated by the child. (It must always be understood that there are occasional points leading to generals that the child can grasp, and when these are

found the child should be led as far as he can go in that direction.) Instead of seeing the general idea of courage or heroism, he better appreciates a particular act of courage in its relation to the particular person who did it. He has quite a keen appreciation of the act of the little girl who ran to the railroad, snatched her baby brother from the track, threw him safely to one side, but was herself struck by the engine. The child can see that such an act of heroic self-sacrifice is an attribute of an ideal boy or girl. He can appreciate somewhat of the real beauty of such a character.

Myths, fables and legends put these characteristics in concrete form, and while the mature person can see far more of beauty in them than the child is able to see, yet they have their simpler phases which even the child can appreciate. If he appreciates but little of their real beauty now, they gradually reveal more of their meaning to him. In these old stories the child sees the qualities of generosity and selfishness, love and hatred, courage and cowardice embodied in persons or animals, all of which are to him concrete, tangible things. But if the child sees no more than the concrete image, if he gets no hidden meaning from it, he fails to see the true beauty in the myth or fairy tale. He must see how the love of gold that prompted old King Midas to ask for the "golden touch," if carried out, would result in just such a dead, barren world as Midas found himself in, that such greed for money for its own sake is destructive of the higher, better nature of the individual, and the only fit associates for such a man are cold, unresponsive metals. When the child reads or hears that old story he should be led to see some of the things that are in it, in seeing which is the ground for appreciating some of the real beauties in this old story.

Other phases of the primary side of the beautiful

might be suggested. The little songs, when some parts are sung a certain way because of the thought to be expressed, show this point of adaptation—the idea of beauty. Is it too much to say that really artistic dressing on the part of the teacher is within this field? That a proper amount and kind of decoration in the school-room belong here also? How about the much-talked-of qualities of regularity, neatness, order, etc., are they not also elements in this idea of beauty? To be sure, the child must see the ground-idea, or reason, back of all these, or he does not see the real beauty in them. But if he cannot at present see the real purpose or ground for their existence, he performs at least the first part of the work in seeing the beauty when he correctly observes all these details in themselves.

Here, in closing, let it be said the beauty in nature is mainly seen in plants and animals in their different phases of adaptation. The beautiful in man (or spirit) is found in our myths, fables, fairy-tales, true stories, songs, simple pictures that embody universal truths, etc. And large parts of both these fields are open to every pupil, if the teacher will but lead him to seek the truly beautiful.

DEPARTMENT OF PEDAGOGY.

[Conducted by ARNOLD TOMPKINS.]

“THE WORLD'S FAIR FROM ABOVE.”

This was the theme of a sermon preached a few weeks ago by Jenkins Lloyd Jones, of All-Soul's Church, Chicago. No, not the theme, but the title; for his theme was a great religious truth—the disappearance of sectarianism in rising to the point of view of the World's Congress of Religions, the Ferris wheel of the World's Fair.

First, he gave a vivid, general description of the Fair from below; and then began to study the "crowd." After spending some time in following the young "couple" from the Pennsylvania mining district through the Fair, he reminds himself that there are several hundred thousand more, each with individual traits, to be dissected and discussed. Hence, he takes to the wheel to get free from the bewildering details of close observation. Soon, on rising, the number and kind of buttons on men's coats disappear; the styles of the ladies' hats vanish; the baggy trousers of the Turks, the Chinaman's pig-tail and all national costumes are no longer noted. Men and women grow indistinguishable, and nothing remains but a mass of humanity. There is now no longer before us a Caucasian, Ethiopian and Mongolian race, etc., but a human race.

With some such picture as this before his audience the preacher enforced the necessity of taking higher views of thought to bring unity out of diversity. The lower view is essential; the thinker must not desert the earth; but the unified and harmonious whole can appear only through elevated vision. This thought was applied to the World's Congress of Religions, where all the great religions and sects, confronting each other in living advocates, were compelled to recognize the common religion of the human heart as the only thing abiding from the world point of view. The turned-up collar of this denomination, and the turned-down collar of that and the no-collar-at-all of the other fail to be distinguished, viewed from the Ferris wheel of religious thought. Christianity itself is recognized to be but a sect—a section of religious life.

The speaker then suggested that while the Ferris wheel was a good place for observation, it is not a good place for application. It is too airy for the practical

duties of life. Man must work among the concrete forces as he finds them. While he must rise to discover the universal and pervasive law, he must descend with it to make application to concrete, existing facts.

I produce this a month after hearing it and do not pretend to be literally accurate; and not at all to give an idea of its poetry and fervid eloquence. It interested me much because it was an adequate expression of a thought on Sectarianism put in the October SCHOOL JOURNAL. To many, the Congress of Religions is the most interesting and significant feature of the World's Fair. The Pullman train beside the first one does not mark so significantly the world's progress as the fact that the world's religions were willing to face each other in friendly council, and that each had the religion to find the religion in every other. The volume to be published, containing statements of faiths from representative men of the prominent religions of the world, will remain for the sectarian world, the elevated point of observation from which to discover unity in brotherhood and God, after becoming bewildered and discouraged from studying the "crowd" of beliefs from below.

THE TEACHER'S FERRIS WHEEL.

The sermon described above suggests an important pedagogical principle, namely, that the teacher must not be contented with the pupils' study of isolated facts in the "crowd" below but must elevate his point of vision that he may discover unity among them. Perhaps the fault in teaching which is inclusive of every other is not causing the pupil to find the common, the universal life throbbing in all things. The comprehensive law of method is, that the pupil must rise from the individual to the universal and descend from the universal to the in-

dividual. To know Independence Hall in Philadelphia, the pupil must see it as a thing there and now, having characteristic attributes and parts. But then, and more important than its individualizing aspects, he must see it as the embodiment of the Revolutionary spirit; must put every event of the Revolution in it. Then it is universalized to the extent of the Revolution. If the pupil's knowledge permit he should put into it the Magna Charta and the Bill of Rights. And, finally, he should see it, with its differences, as one of the myriad manifestations of the soul's endeavor to realize freedom in itself. Thus it connects itself through history with the past, through prophecy with the future, and is found to have universal human life in it; at which point the pupil may be said to know it. He has it and it has him; for he has necessarily found his own struggles in it; his own craving for freedom, his own hopes and his own destiny. He has found not only the rest of the world in it but himself; finds unity between himself and the object he studies—the ultimate test of good teaching.

The letter "s" used to be taught pointing to it and giving its name, thus leaving the pupil with the barest isolated fact. But it should be seen in connection with words as a universal force, varying their signification in definite ways. And further, for instance, in learning the plural of the word bird, he not only perceives that "s" has the power to change his picture from one bird to many, even all, a power he has learned to possess over most singular nouns, but he learns, if properly taught, that there has been a universal power gradually determining the letter to that use. He finds it a contraction of es—from birdes to birds; and that this takes place under the law of economy of effort in utterance, which everywhere has shaped and is shaping all languages. He finds the same law in the word orchard (first spoken

hort yard) whose present form is determined from the old form by the groove of least resistance in utterance. This connects with the same law in the physical world, so that the pupil may feel a universal law every time he thinks the letter "s." Further, he finds the history of the race in it. For instance, he cannot understand this plural form without the Norman Conquest; without the history of the Saxons before that event; all of which involves much wider historical relations. I do not mean, of course, that the child must grasp all these relations in first learning the letter "s," but he must grasp these as widely as his knowledge and power permit at any given time; and the teacher must keep the mind on the relations in advance to be ready for every opportunity to universalize the object he teaches. This suggests that a primary teacher must know, if she would teach with the fullest light and aspiration, the widest relations and highest views of the subject taught. How much would it add to a teacher's warmth and zeal, if, in causing the child to grasp the first little circle of relations in the letter, she were conscious of the touch in the widest relations!

Thus it is in teaching any object, it is simply a problem of extending its touch with the universe about it, to give it the fullness of universal life, that the pupil's life may have that fullness; for thus through the object he finds his relation to the universe in which he lives, moves and has his being.

The highest point which the teacher's Ferris wheel reaches is that at which the teacher can hold all his processes into the unity of the unfolding life of the pupil. The teacher is apt to be bewildered in the "crowd" of details below and needs to rise above and take his bearing from the life of the child—its nature and possibilities. In teaching the child to multiply one fraction by

another the teacher must hold in mind how such a process multiplies the child's life—how this process organizes with all things else he has the child to do to further his life processes. The child is too frequently lost in the confusion and turmoil of the "Fair" below. Let us take to the wheel.

LEND A HAND.

[This department is conducted by MRS. E. E. OLcott.]

"Look up and not down
Look forward and not back
Look out and not in;
Lend a hand."

A LESSON FROM BURKE.

In "The American Commonwealth," one of this year's Reading Circle books, the following passage occurs:

"Burke would teach that it is the statesman's business to consider not what is right in the abstract but what is *expedient* under certain conditions. The statesman must conform to circumstances, not to principles. This is an important partial truth; but Burke did not ignore the other part of the truth that a statesman was to have an ideal—a goal toward which he would strive. * * * The burden of his teaching is that expediency is the true basis of statesmanship—a true expediency not inconsistent with the highest morality."

The recognition of this "true expediency" would smooth many rough places along the teacher's path. Certain methods may be based upon psychological laws. It may be clearly demonstrated that the young idea should shoot more readily in a certain direction, and yet it may not be expedient to use those methods in your school.

Illustrations rise on every side. For instance, the kindergarten plan has for a certain length of time a subject or central thought with which all occupations

as building, folding, weaving, etc., must be in harmony. Suppose the kindergartner has chosen the parable of the houses built upon a rock and upon sand. The thought which the children are to absorb is houses—those that stand firm and those that tumble. So she tells the story of the little pigs that respectively built houses of straw, of fagots and of bricks. Then the children build houses with blocks, model them with clay, draw and paint houses, and fold, cut and weave houses. There is no question that this is eminently successful and satisfactory in the kindergarten. But many teachers find that in its pristine purity it does not fit into our public school work. To use Burke's thought, the principle is all right, but it does not conform to our circumstances. It needs to be modified before it can be satisfactorily woven into our work.

An illustration which comes home to a greater number of teachers is that of teaching figures in first-year number work. To teach figures or not to teach figures, that's the question! The weight of eminent authority is rather against teaching them; but, *sub rosa*, the weight of practice among teachers is decidedly in favor of it. Doesn't it seem better to deal with objects and pictures first? Better to enable pupils to perform all sorts of numerical operations with *things* before setting them to do abstract work? Undoubtedly, but it requires more time to illustrate a problem by means of pictures than to show it with figures. This problem, taken from Wentworth's Primary Arithmetic, "There were four bottles on a shelf, but one rolled off; draw a picture for this story, and tell how many bottles were left on the shelf," will require considerable attention from the teacher to make the picture of use to the pupils. In many schools the teacher has not the time to give. It is urged that pupils will confuse the figure with the num-

ber. So they may, if care is not taken to prevent it. But if the teacher writes 2 on the board, and says, "Show me this many (2) of anything you think of," and one child makes two circles, another draws two chairs, another selects two pegs, another books, and another two of his playmates, haven't they the *thought* in the 2? If they understand that figures represent numbers, if using figures saves time both in desk work and as a preparation for the work of the next grade, and it gives the wee folks pleasure to imitate the tasks of those more advanced, isn't it a case of true expediency to teach figures? Some authors who disapprove of teaching figures advocate teaching the written word. Why should 2 be more confusing than *two*? If the first-year pupils can learn to write to 100 as readily as second-year pupils, and by doing so they have more time in the second grade for performing numerical operations which were too difficult for them the year before, why not teach them to write to 100? Because the child cannot grasp the thought or group 100? True, he cannot grasp it, except as represented by the ten balls upon each of the ten wires of the numeral frame, or as ten bundles of ten sticks each. But if he wait till the third year before dealing with 100, what clearer conception does the word hundred bring? Grant that he may see the group 100 more clearly, in what grade will he be able to grasp the group 1,000,000 or 1,000,000,000? At some stage he must fall back upon figures. Does it pay to have him wait three or even two years before teaching the number 100? Learning to write neatly to 100, and even performing simple addition and subtraction with numbers greater than ten, give variety to desk work, so much of which must be done, especially in large country schools. Does it injure a First Year pupil to perform such addition as $\frac{1}{2} + \frac{1}{2}$? If such work is given two or three times a week and it looks like

some of the work that the second and third grades are doing, he will take pleasure in performing it.

He can readily tell you that twenty-three is two tens and three units and show them on the numeral frame. Most children seem to grasp such work more readily than they do such analysis and comparison as

2 is 1 more than 1

2 is 1 less than 3

2 is twice 1

2 is $\frac{1}{2}$ of 4

There are 1 two and 1 more in 3.

By and by they can make such comparisons without drudging. Why isn't it expedient to wait? No one will claim that the time used in teaching figures and "doing sums" by means of them could not be better spent in such work as the game of buying and selling under the teacher's supervision. The principle that it is better to deal with objects than figures is unassailable, but the circumstances—ah! circumstances are stubborn things. How many teachers have the toy money and other material for a thorough game of buying and selling? When the game is over what will the pupils do at their desks, while the teacher is occupied with the numerous other classes?

The gist of this lesson from Burke is do not adhere to certain methods though they be supported by psychological principles galore if they are not in harmony with the conditions but rather make methods conform to your peculiar circumstances while keeping your ideal before you.

A CHRISTMAS STORY.

This story is intended to be told to the pupils rather than read. Ask what Christmas presents they have received and what presents they have given. Let them repeat the verses with you.

What was the first Christmas gift? Our Father in heaven gave the first Christmas gift; it was the dear Christ Child, the baby Jesus. Our heavenly Father loved us and gave us this present to make us better and happier. So every year we give presents to show we remember our Father's gift to us. The Christ Child came to teach us to be good and loving and kind in all we do in our work and in our play. There is a story about Jesus when he was a little boy and played with other children. There are pretty verses about it. It is only a legend, it isn't true, it isn't in the Bible:

"But though it is no gospel,
There is no law to hold
The heart from growing better,
That hears the story told:—

"How the little Jewish children,
Upon a pleasant day,
Went down across the meadows
With the Christ Child to play."

They found some nice soft clay in the meadow and moulded things with it. They made little birds out of the clay, little mud sparrows.

"And when all these were moulded
And ranged in rows about;
'Now,' said the little Jesus,
'We'll let the birds fly out.'

"Then all the happy children
Did call and coax and cry—
Each to his own mud-sparrow—
'Fly as I bid you! Fly!' "

But the little mud-sparrows sat still. Some of the children lifted their birds in their hands and swung them back and forth and pretended they were flying. Some of the rougher children threw their sparrows in the air and said they were flying. But they fell to the ground, nothing but lumps of mud. None of the little mud-sparrows would spread their wings and fly

"Except the one bird only
The little Christ Child made;
The earth that owned Him Master—
His earth heard and obeyed.

"Softly he leaned and whispered,
'Fly up to heaven! Fly!'
And swift his little sparrow
Went soaring to the sky."

And as the little children watched it, the sparrow flew up, up till they could see it no longer.

The story is to teach us that if Jesus helps us we can do wonderful things

"For our souls are like the sparrow
Imprisoned in the clay;
Bless him who came to give them wings
Upon a Christmas Day!"

THE SCHOOL ROOM.

[Conducted by GEORGE F. BASS, Editor of *The Young People*.]

STUDY THE READING LESSON.

Do you require your pupils to study the reading lesson previous to the recitation period? If you do, how do you assign such a lesson? Do you say, "You may take the next piece for your lesson?"

Teachers will agree that pupils reading in the third reader and above can, with advantage, study their reading lessons under proper conditions. But what are proper conditions? These conditions depend upon several things, but chiefly upon the development the pupils have attained. To say to a third reader pupil that he may study the lesson would probably result in a waste of time and have a tendency to form a bad habit. He does not know how to study. The same direction given to a fifth reader pupil who had been properly trained *might* be sufficient to secure some good study of the selection. But such a direction is too general for even the

advanced pupils. The reading lesson may be studied as to so many different phases that it is the business of the teacher to set definitely before the pupil the purpose for which he is to study. The more immature the pupils, the more definite must the directions be.

Let us take a selection from our third reader to illustrate what might be done by the teacher in order to secure profitable study.

THE WIND AND THE LEAVES.

"Come, little Leaves," said the Wind one day,
"Come over the meadow with me and play.
Put on your dress of red and gold;
Summer is gone and the days grow cold."

Soon as the Leaves heard the Wind's loud call,
Down they came fluttering, one and all;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

"Cricket, good-by, we've been friends so long;
Little Brook, sing us your farewell song;
Say you are sorry to see us go;
Ah! you will miss us, right well we know.

"Dear little Lambs, in your fleecy fold,
Mother will keep you from harm and cold;
Fondly we've watched you in vale and glade:
Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went;
Winter had called them and they were content;
Soon, fast asleep in their earthy bed,
The snow laid a coverlet over their head.—*George Cooper.*

Let us put the following questions on the board and ask the pupils to read the poem in order to find answers to them. Of course, the teacher knows that the first thing to be done in interpreting any selection is to form images suggested by the language used and to get the ideas they express. This is *about* all the third reader pupil can do.

1. In the first stanza, what do you see that makes you know what season of the year it is? In what sense do the leaves put on their dress of red and gold? Do

you think the poet's way of saying this prettier than our way?

2. Why does the poet say "the wind's *loud* call?" What really made the leaves fall? How could they dance? What do they do that makes the author think of singing?

3. How had the leaves and crickets been friends? How can the brook sing?

4. How could the leaves have watched the lambs? What did they do for the lambs?

5. Why were the leaves content? What was the coverlet that covered the leaves made of?

SHORT NOTES.

PUNISHMENT.—I'll take whatever punishment you think I ought to take," said a pupil to his teacher. He meant that he had violated some regulation and that he was ready to pay for his deed in whatever the "penal institution" (the school) required. This may do for penal institutions but schools should not be such institutions. The teacher replied that he could not grant him the privilege of doing wrong because he was ready to pay for it by some certain punishment. He said he had no definite punishment to give. He asked the pupil to think about his deed awhile and to determine why it was wrong and what he proposed to do, not what he proposed to submit to. We liked this; it put the pupil in the attitude of "working out his own salvation."

FRIDAY AFTERNOON.—It is an old custom to have "Friday Afternoon Exercises." We like it. The exercises should be worthy of the occasion. They should tend to set a high standard before the school. They should set forth high and noble ideas. We do not mean by this to rule out the amusing. There should be variety.

Avoid the low in the amusing. But even the best of selections are read or recited in such an indifferent manner that it is of no interest to the school and of course produces a bad effect. No preparation is made. The pupil is asked to read or recite and he does so just because he is asked to do so. How much better it would be to have him thoroughly prepared on his selection! He would then by his reciting creat a taste in himself and in the school for literary gems.

PROGRAMS.—There are teachers who seem to teach for the sake of the program. One would suppose that the school was created for the program instead of the program for the school. Such teachers would quit a recitation in the middle of a sentence. Of course, in schools where pupils pass from one room to another to recite this must be done. But we are thinking of schools that do all the reciting in one room to one teacher. It is often better to extend the time than to quit on "the dot." It happens that five minutes more would fasten a point so that it would never be forgotten, but if left till next day it would take half an hour to make and fasten it. We are not a believer in "Always close your exercises *exactly* on time."

There are teachers who have no use whatever for a program. This is going to the other extreme. Are not programs a good thing, if rationally used?

NATURE WORK.—Don't give up nature work in winter. Nature is just as busy in winter as in summer. The study of ice and snow will be very interesting and instructive. We refer the teacher to two books in the list for the Young People's Reading Circle: "Nature Stories for Young Readers;" and "The Fairyland of Science." Teachers who take the pains to read these books will get much that is suggestive.

GENERAL INFORMATION.—Some people think a teach-

er is full of general information. They say: "You are a teacher—what about this silver bill? Explain it to us." We admit that the teacher ought to be such a person. He ought to keep posted on current events, but the fact is many of them are so busy that they cannot do it. For this reason papers are published that help in this direction by presenting in a concise form some of the things that every teacher needs to know. Teachers will find it very helpful to read such papers.

G. C. D. AND L. C. M.

Much time has been wasted in trying to get pupils to understand the process of finding the G. C. D. The reason it was wasted is the pupil tried to get forms to say rather than the thoughts that these forms express. The teacher has allowed his own attention to center on the Greatest Common Divisor process, rather than on the culture of the pupil in mastering the G. C. D. We teach the G. C. D. for the sake of the pupil rather than for the sake of the G.C.D. True, he needs a working knowledge of it in order that he may master the other processes that are based upon it. But the highest aim for teaching it or any other subject is the effect that its mastery, will have upon the pupil. Teaching for this highest aim will secure the other which is often called the "practical."

There is an opportunity for some good thinking in studying this subject. Let us think of the numbers 125, 15, 60. Separate them into prime factors. This the pupils do readily, $125=5\times5\times5$; $75=5\times3\times5$; $175=5\times5\times7$. "We wish to find the largest number that will divide each of the numbers 125, 175 and 75," said the teacher. "How many 5's in the first number?" This was so easy that every one could answer it. The pupils were led to

look at the factors of the other two numbers. They made this discovery, that each of them contains two 5's as factors. Further, that these are the only factors that *each* contains. They see that 5 will divide each. But the teacher here presses the aim. "We were to find the *largest* number that will divide each." Said one pupil, "I think 25 is such a divisor." "What makes you think so?" "Well, each one had two 5's as a factor; each number is made up of its factors."

"But what do you mean 'by made up?'" asked the teacher.

"I mean," said the pupil, "that if we multiply all the factors together the product will be the number; e. g. $5 \times 5 \times 5 = 125$; so I know there is a 25 as factor in 125."

"Very good," said the teacher. Of course the pupils immediately tried the other numbers and found that there is a 25 in each of the others and that it, of course, is the product of the two 5's. Some one was anxious to say that 25 is the largest number that will divide each of the given numbers. The teacher's "How do you know that it is the *largest?*?" troubled them somewhat, but they soon discovered that there are no other common factors and so the number could be no larger than 25. The teacher seemed to be afraid that they had learned this story, so he said: "Will 125 contain a number that has 3 for a factor?" "No." "Why not?" "It has no such factor and so it cannot contain a number having 3 as a factor. Having thought this through in this way, the pupil has gained some in his power to think and the tendency to think is increased. Will he not be able to "think out" the G. C. D. of any number? Has he not gained what is highly practical? He has not been engaged in applying rules. He has been dealing with the numbers themselves.

L. C. M.

This may be studied in the same way. Suppose we take the same numbers—125, 75 and 175. We wish now to find a number that will *contain* each of these. A pupil said that he knew one thing about the number we wish to find. "What is it?" said the teacher. "It cannot be smaller than 175." "Why not?" "Because it must contain 175, and no number smaller than it is can contain it." "True," said the teacher; "shall we write 175 as one factor of the number we are seeking?" "Yes, sir," came in a chorus. "Shall we write 125 as another factor of our number?" One pupil said that we have part of it already in 175. He said, further, that there are two 5's in 175, and that there are three 5's in 125. So all we need to do is to put another 5 with 175. "Well, what about 75?" asked the teacher. Said one, "Any number to contain 75 must have two 5's and a 3 in it." We have as factors of our number $175(5 \times 5 \times 7) \times 5$. There are two 5's here, but no 3, so we put 3 in as a factor. Then the factors of the least number that will contain each of the three numbers are $5 \times 5 \times 7 \times 5 \times 3$. The number must be 1625.

HOW MUCH?

The amount of matter that must be done each day seems to worry some very good teachers. They make a stumbling-block of it, in fact. They act as if their superintendent had made them feel that the chief end of the school (if not of man) is to get over the quarter's work as given by the course of study. They count the pages of history and divide the number by the number of days in the term, and find that they must take four pages a day. In the same manner they determine how many inches (?) of geography must be gone over each

day; how many words at each spelling lesson; how many problems must be disposed of at each recitation. Suggest to this kind of teacher that the business of the school is to develop power in the pupil, and he will grant it, but will say, "If I teach for that purpose I'll not get over the quarter's work, and when the day of reckoning comes I'll be weighed in the balance and found wanting. No, no; we have too much to do to teach for the development of power. Very good theory, but not practical."

To us this seems a wrong view of school-work. Anything is practical that will put the pupil in possession of his own powers of mind. It is not the business of the school to make rapid and accurate accountants, editors, lawyers, doctors, preachers, farmers, carpenters, architects, etc., but to give the pupils the power to become any of these that his taste or need may require. He will then be able to grapple with the problems of life and succeed. The question, then, should be how many problems or how much of the matter of history will I need to use to-day to gain the purpose of to-day's lesson?

SUGGESTIONS FOR TEACHERS.

Teach your pupils how to use books. One great object of the schools in our time is to teach the pupil how to use books—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not yet learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find in his busy age people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach. Oral instruction, except as an auxiliary to the text-book—except as an incitement to the pupil's interest and a guide to his self-

activity and independent investigation in the preparation of his next lesson—is a great waste of the teacher's energy and an injury to the pupil. The pupil acquires a habit of expecting to be amused, rather than a habit of work and a relish for independent investigation. The most important investigation that man ever learns to conduct is the habit of learning by industrious reading what his fellow men have seen and thought. Secondary to this is the originality that adds something to the stock of ideas and experiences of the race. The pupil who has not learned what the human race have found to be reasonable is not likely to add anything positive to the sum total of human knowledge.—*William T. Harris.*

CHRISTMAS PROGRAM.

A MERRY CHRISTMAS.

"Heap on more wood! the wind is chill;
But let it whistle as it will
We'll keep our *Christmas* merry still."

—*Scott.*

1. Bible Reading by the Teacher. . . . St. Luke ii., 1-20
(Or these can be recited by twenty different children, each rising in his seat and reciting one verse.)
2. Song. The Old, Old Story
3. Recitation—

THE SHEPHERD BOY'S CAROL.

So long ago, so long ago, a fair-haired shepherd boy,
Went through the streets of Bethlehem, his face alight with joy;
Unheeding all who passed him by, he gaily strode along,
And ever from his fresh young lips, there fell this strange, sweet song;

"Glory to God in the highest,
And on earth peace,
Good will toward men."

Lightly his shepherd's staff he swung, lightly his scrip he bore,
A gladsome smile, an earnest joy, his sun-brown features wore;
And often toward the deep blue sky his eyes, as blue, were raised,
And all the time his silver voice rang as he upward gazed:

"Glory to God in the highest,
And on earth peace,
Good will toward men."

"What mean you now, you shepherd lad? What is the song you sing?
Why shine your eyes? Why smile your lips? What is the news you bring?

Sing us the song you used to sing, old David's hymn, again,
'The Lord my shepherd is' for we know not this wond'rous strain."

"Well may ye say a wond'rous strain, for, know ye, it belongs
To the angelic melodies—'tis one of heaven's songs!
My voice is weak, those notes to raise; how can a shepherd boy
Tell how the hosts of heaven sang this holy song of joy?

"Last night I watched my father's sheep and ere it yet was day
I fell asleep, and in my arms a little lamb there lay;
And as it nestled to my heart, I dreamed that once again
My dear, dead mother held me close and sang a sweet refrain:

'Glory to God in the highest,
And on earth peace,
Good will toward men.'

"Waking, I reached out eager arms, when suddenly there fell
Upon my eyes a glorious light of which I cannot tell,
And all the shining air was full of music, passing sweet,
The same strange chant which, in my dream, had made my pulses beat;

"And angel voices told a tale, while angel faces shone—
A tale of some dear child God gave to-day to be our own;
I cannot tell you all, for I am but a simple boy;
But this I know, that all the day I sing, and sing for joy:

"Glory to God in the highest
And on earth peace,
Good will toward men.'

"And sure I am this little Child a blessed babe must be;
No lamb so white, no brook so pure, no field so sweet as He;
No shepherd's staff such help can give, no fold so safe from ill,
And this is why, this winter's morn, I sing with heart and will:

"Glory to God in the highest,
And on earth peace,
Good will toward men.' "

4. THE LEGEND OF THE CHRISTMAS TREE.

(To be told by a pupil who can give good expression to the thought.)

Most children have seen a Christmas tree, and many know that the pretty and pleasant custom of hanging gifts on its boughs comes from Germany; but perhaps few have heard or read the story that is told to little German children, respecting the origin of this custom. The story is called "The Little Stranger" and runs thus:

In a small cottage on the border of a forest lived a poor laborer who gained a scanty living by chopping wood. He

had a wife and two children who helped him in his work. The boy's name was Valentine and the girl was called Mary. They were obedient, good children and a great comfort to their parents. One winter evening this happy little family were sitting quietly around the hearth, the snow and the wind raging outside, while they ate their supper of dry bread, when a gentle tap was heard on the window, and a childish voice cried from without: "Oh, let me in, pray! I am a poor little child, with nothing to eat and no home to go to, and I shall die of cold and hunger unless you let me in."

Valentine and Mary jumped up from the table and ran to open the door, saying: "Come in, poor little child! We have not much to give you, but whatever we have we will share with you."

The stranger child came in and warmed his frozen hands and feet at the fire, and the children gave him the best they had to eat, saying: "You must be tired, too, poor child! Lie down on our bed; we can sleep on the bench for one night."

Then said the little stranger child: "Thank God for all your kindness to me."

So they took their little guest into their sleeping room, laid him on the bed, covered him over and said to each other: "How thankful we ought to be! We have warm rooms and a cosy bed, while this poor child has only heaven for his roof and the cold earth for his sleeping place."

When their father and mother went to bed, Mary and Valentine lay quite contentedly on the bench near the fire, saying, before they fell asleep: "The stranger child will be so happy to-night in his warm bed."

These kind children had not slept many hours before Mary awoke and softly whispered to her brother: "Valentine, dear, wake and listen to the beautiful music under the window."

Then Valentine rubbed his eyes and listened. It was sweet music indeed, and sounded like beautiful voices singing to the tones of a harp:

"Oh holy Child, we greet thee! bringing
Sweet strains of harp to aid our singing.
"Thou, holy Child, in peace art sleeping,
While we our watch without are keeping.
"Blest be the house wherein thou liest,
Happiest on earth, to heaven the nighest."

The children listened while a solemn joy filled their hearts. Then they stepped softly to the window to see who might be without.

In the east was a streak of rosy dawn, and in its light they saw a group of children standing before the house, clothed in silver garments, holding golden harps in their hands. Amazed at this sight, the children were still gazing out of the window, when a light tap caused them to turn round. There stood the stranger-child before them clad in a golden dress, with a gleaming radiance round his curling hair. "I am the little Christ-child," he said, "who wanders through the world bringing peace and happiness to good children. You took me in and cared for me when you thought I was a poor child, and now you shall have my blessing for what you have done."

A fir tree grew near the house; and from this he broke a twig which he planted in the ground, saying: "This twig shall become a tree and shall bring forth fruit year by year for you."

No sooner had he done this than he vanished, and with him the little choir of angels. But the fir branch grew and became a Christmas tree and on its branches hung silver nuts and golden apples every Christmas-tide.

Such is the story told to the German children concerning their beautiful Christmas trees, though we know that the real little Christ-child can never be wandering, cold and homeless, again in our world, inasmuch as he is safe in heaven by his Father's side; yet we may gather from this story the same truth which the Bible plainly tells us—that any one who helps a child in distress, it will be counted unto him as if he had done it unto Christ himself. "Inasmuch as ye have done it unto the least of these my brethren, ye have done it unto me."—*From Ogilvie's Popular Readings.*

5. Essay. How I Spent Last Christmas
6. Recitation—

IF I WERE SANTA CLAUS.

(To be Recited by Three Small Girls or Three Boys.)

If I were Santa Claus, I'd go
To every fireside, high or low;
I'd bring sweet joy to weeping eyes;
I'd carry dolls of wondrous size

To little girls in every land;
And every toy that could be planned
I'd furnish to the boys, brand-new,
If I were Santa Claus—would you?

If I were Santa Claus, I'd pay
A visit to the house each day;
I'd come and mend the broken toys;
I'd kiss the little girls and boys,
And fill their stockings every night,
And give them dreams of rare delight;
All the good I could, I'd do,
If I were Santa Claus—would you?

If I were Santa Claus, I'd seek
To help the poor and raise the weak;
When earth was white, when earth was green,
My jolly nose would still be seen;
I'd scatter smiles like roses fair;
Ah! I would make it everywhere
Bright Christmas time the whole year through,
If I were Santa Claus—would you? —*The Nursery.*

7. Song.
8. Talk by Parent. . . . Christmas When I Was Young
9. Concert Exercise—

THE CHRISTMAS CHIMES.

The Christmas chimes are pealing high
Beneath the solemn Christmas sky,
And blowing winds their notes prolong
Like echoes from an angel's song;
"Good-will and peace, peace and good-will,"
 Ring out the carols glad and gay,
Telling the heavenly message still
 That Christ the Child was born to-day.
In lowly hut and palace hall
Peasant and king keep festival,
And childhood wears a fairer guise,
And tenderer & shine all mothers' eyes;
The aged man forgets his years,
 The mirthful heart is doubly gay,
The sad are cheated of their tears,
 For Christ the Lord was born to-day. —*Susan Coolidge.*

10. Recitation—

WONDER WHAT I'M GOING TO GET?

Wonder what I'm going to get?
This is what begins to fret
All the little girls and boys
When they think of Christmas toys.

Long before the day is near
 We are always sure to hear
 From each happy household pet—
 “Wonder what I’m going to get?”

Hangs round the house all day;
 Doesn’t seem to want to play;
 Writes, with dirty little paws,
 Begging notes to Santa Claus;
 Hangs his stockings on a chair
 So’s to get the biggest pair;
 By this question always met—
 “Wonder what I’m going to get?”

Christmas Day is here at last—
 All our troubles now are past.
 Santa Claus came down last night,
 Spreading round him fresh delight.
 With a twinkle in his eye,
 “There,” said he, “sleep on, young fry,
 No more by the thought beset,
 As to what you’re going to get.”

Up the chimney quick he goes,
 Softly rubs his ruddy nose;
 Yet methinks I hear him sigh,
 As he nods a last good-by,
 And methinks I hear him say
 Ere he vanishes away,
 Say with just the least regret—
 “Wonder what I’m going to get?”

—Tom Masson.

11. Doxology—

Praise God from whom all blessings flow,
 Praise Him all creatures here below,
 Praise Him above, ye heavenly host,
 Praise Father, Son and Holy Ghost.

EDITORIAL.

THE Indiana Journal for Indiana teachers

THIS ISSUE completes volume XXXVIII of this journal.

WHEN you send “back” pay for the Journal please name the agent with whom you subscribed.

It seems necessary to repeat that when a change of address is asked it is necessary to give the *old* address as well as the new.

PRESIDENT DAVID STAR JORDAN, Stanford University: The whole of a man’s life is spent in his own company, and no one but an educated man can be good company to himself.

THE EXCELLENT CUT of Horace Mann used in THE JOURNAL last month was kindly loaned us by E. L. Kellogg & Co., publishers of the *New York School Journal*. Credit should have been given at the time.

THE AWARDS for the Indiana educational exhibit at the World's Fair have been made by the judges, but in such a form as to be unintelligible. Mr. Hailman is trying to learn what they mean, but in the meantime THE JOURNAL must go to press. See report next month.

IF you do not receive your Journal by the 15th of the month write at once and ask to have it remailed. Occasionally a teacher will wait two or three months before writing. This delay is generally inexcusable and results in loss to the teacher and usually unnecessary trouble to the publisher.

THE PLACE OF MEETING for the next National Educational Association has not yet been determined, but several places are being considered. THE JOURNAL, so far as the evidence is in, wishes to cast its vote for Duluth. It has all the requisites of a good place of meeting, considering the season and the purposes teachers have in view in attending these meetings. Superintendent R. E. Denfeld can answer all questions.

AMERICA.—Dr. Samuel F. Smith, the author of "America," "My Native Land," the missionary hymn beginning "The morning light is breaking," and numerous other hymns and writings, is now eighty-five years old, but in good health. He attended the World's Fair at Chicago, and took great interest in it. His home is in Newton, Mass. It is interesting to know that he was a member of the "famous" class that graduated from Harvard in 1829. He had for classmates Oliver Wendell Holmes, James Freeman Clark, Benjamin Pierce, the noted astronomer, and several others who have achieved distinction. Mr. Smith is a noted linguist, and has read books in fifteen different languages. Holmes wrote of him several years ago:

"Fate tried to conceal him by naming him Smith,
But he chanted a song for the brave and the free—
Just read on his medal: My country of thee."

America was written in 1832.

COLLEGE BRUTALITY.

"PRINCETON, N. J., Sept. 22.—At a meeting of the freshman class at noon to-day the sophomores surrounded the building and raised such a rumpus that the meeting had to be adjourned. As the freshmen filed out of the chapel a rush occurred. The sophomores attacked them with their fists, and a free fight occurred. Many were injured on both sides. There were many black eyes, broken arms, and some received severe internal injuries. The names of the injured could not be obtained. College officers tried to stop the rush, but were powerless."

The above clipping indicates a sentiment that is quite prevalent, especially in eastern colleges. It seems to be "the thing" for the other students to subject the freshmen, who are, of course, strangers, to

"hazings," "rushes" and other indignities and brutalities, whereas common courtesy and common decency would dictate that the older classes should join in extending new students a cordial welcome. The above-described incident occurred in Princeton, one of the oldest, one of the largest and one of the most "religious" of all the colleges. Such conduct is a disgrace to the students engaged in it, a disgrace to the faculty permitting it, and a disgrace to the civilization of this generation.

HARD ON TOBACCO USERS.

Prof. Rufus Clark, principal of the normal school at Winchester, Tenn., of 300 pupils, says: "As an educator, I am prepared from my own experience and observation to say I am convinced that the use of tobacco is an injury physically. I believe it is an injury morally. I know that it is an injury mentally. Fortunately, we have few students who use tobacco, but when one does use it he shows it in his standing in class. If there is an exception to this statement, if a young man does maintain rank in his recitations, and is still a user of tobacco, he is one who has such a natural mental ability that if he did not use it he would so far distance his classmates that he would soon be out of sight. I can go through this school and put my hand on every young man that uses tobacco, for he shows it in his face, and, if I am in doubt, I can prove my surmise by looking at his recitation marks."

"That man lives twice who lives the first life well."

THE TROUBLE AT THE STATE NORMAL.

THE JOURNAL is glad to be able to state that the trustees of the State Normal have decided that the declarations made in the circular statement sent out by the committee of fifteen (published in the September JOURNAL) are sufficient, and that certificates of graduation will be issued to members of the class of '93 as fast as these signed circulars are sent to President Parsons. Any senior can sign the circular and send directly to Mr. Parsons, or he can write to Mr. Harwood, at Carbondale, Ill., and have the one already signed sent. THE JOURNAL is aware of the fact that certain members of the class who cheerfully signed the "circulars" object to sending them to the board, on the ground it makes them ask for what they had already earned and should have without the asking. This is certainly a purely technical objection and should not be pressed. The "circular," as claimed by the class, contained no concession to the school authorities; it simply "restated" what had "never been questioned." It is claimed that the class was ready to sign such a paper as this on the morning of commencement day, but the board would not consent. Now that the board has consented to put aside its own paper, and agreed to accept one prepared by the students themselves, the difference is reduced to a pure technicality, which should not be allowed to stand for a moment. The board has made some concessions, and deserves credit for so doing. THE JOUR-

NAL believes that every member of the class, after a little reflection, will cheerfully send in the signed statement, and thus put an end to a very unfortunate "difference of opinion."

The Normal opened in September, as THE JOURNAL announced, with about 350 students. The enrollment up to November 15 was 377 different students. All reports indicate that the school is running smoothly and that thorough work is being done.

IS THE LAW CONSTITUTIONAL?

Judge Brown, of the Marion County Circuit Court, has decided that the late law which provides that unexpended balances in the hands of trustees at the end of the school year shall be turned back to the state and reapportioned is unconstitutional and therefore void. He argues that when the money has been distributed and paid to the trustees it cannot be recalled. The attorney-general has appealed the case to the Supreme Court. This decision, of course, only affects Marion county, but it raises a doubt in all other counties, and all will wait for the decision of the Supreme Court. The purpose of the law was to compel trustees to expend all their revenues each year. It is claimed that many trustees levy more tax than necessary, and thus have the use of the unexpended money, and that others will sometimes cut the schools short in order that they may carry over a surplus and then use it for their own benefit. The State Superintendent estimates that the trustees carry over annually not less than \$500,000.

QUESTIONS AND ANSWERS.

STATE BOARD QUESTIONS USED IN OCTOBER.

- LADY OF THE LAKE.—1. What fitness is in the name of the poem?
2. What aesthetic purpose is served by the poem? What ethical purpose is served?
3. What was the character of that period in Scotch history immediately succeeding the battle of Flodden?
4. Name five characters in the poem and state who each is.
5. What is the substance of the ballad of Alice Brand?
6. Explain how the "gathering" in Canto III is effected?
7. What part of the poem do you prefer? Why?
8. Who was called the Common's King? Why?
9. What is the prevailing verse used in the poem? Illustrate by a quotation.
10 In what respect is Ellen's character most admirable?

- ARITHMETIC.—1. Define *quantity*, *number*, *figure*. Explain the difference between number and figure. What is a common fraction? Upon what does the value of a fraction depend?
2. Outline the different kinds of work that a child of 8 might be expected to perform in studying the number 12.

3. Express as a decimal $\frac{1}{3} \times \frac{1}{5} \times \frac{1}{8}$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline 3 \end{array} \quad \begin{array}{r} 1 \\ \times 5 \\ \hline 5 \end{array} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline 8 \end{array}$$
4. The floor, walls and ceiling of a room 18 ft. long, 16 ft. wide, $12\frac{1}{2}$ ft. high, are made of inlaid walnut, oak and rosewood. Find the cost of the work at \$2.50 a square foot for labor and \$75 a thousand for lumber, surface measurement.
5. What sum must be invested at 6 per cent. for 10 months and 15 days to produce an interest of \$327 3247?
6. A wholesale dealer sold at a profit of 25 per cent. to a retail dealer who compromised with his creditors at 40 cents on the dollar. What per cent. did the wholesale dealer lose?
7. The surface of the cube is 37.5 square feet. Find the volume of the cube.

ENGLISH GRAMMAR.—1. What is meant by the predicate adjective? Write three examples and designate.

2. State the fundamental difference between an adjective and an adverb.

3. Explain the force of the italicised words in the following:

- (a) He returned home *sick*.
- (b) He went *sickly* forth.
- (c) The tree grew *tall*.
- (d) He looked *wildly* about.
- (e) He looked *perplexed*.

4. Explain the difference between these two sentences:

- (a) He walked in the yard.
- (b) He walked into the yard.

5. State what relations is expressed by each of the italicised conjunctions in the following:

- (a) She came *but* I remained.
- (b) The moon is out and the stars are shining, *therefore* it will not rain to-night.

6. What mental processes are involved in parsing.

7. In what general ways do nouns denote the sex of the object they name? Give an example of each.

8. What distinctions of thought are expressed by the case of nouns and pronouns?

9. Write the plural form of each of the following: hero, loaf, baby, brother, son-in-law, gymnasium, datum and cherub.

10. Analyze this sentence—"Whatsoever ye would that men should do unto you, do you even so unto them."

GEOGRAPHY.—1. Draw outline map of Tennessee, denoting boundaries, rivers, mountains and four principal cities.

- 2. Describe the Himalaya mountain system.
- 3. Give reasons for the scanty rainfall in the Great Basin between the Rocky Mountains and the Sierra Nevada and Coast Ranges.
- 4. Locate lake Albert Nyanza, cape St. Vincent, Mt. Ararat, Trieste.
- 5. What form of government has Brazil? Venezuela?

6. Of what commercial importance is Cuba? What is its form of government?
7. Name all the States which are touched by the Mississippi River.
8. Give short scheme or topical outline showing the main points to be brought out in studying any of the United States with a Fourth Reader grade.
9. What are the principal products of Kentucky and Virginia?
10. Define meridian, longitude, zone, lagoon.

- U. S. HISTORY.—1. Give an account of the expedition of DeSoto and state what important discovery he made.
2. Give an account of the settlement of Georgia, stating the motive which led to making the settlement.
 3. Give an account of the Salem witchcraft.
 4. Who was LaSalle and what important work did he do?
 5. Give an account of "Liberty Bell."
 6. Give an account of the invention of the electric telegraph and state some of the benefits derived from it.
 7. Give a brief sketch of the life of General Grant.
 8. Describe the manner of electing a United States Senator.

READING.—1. She was dead. No sleep so beautiful and calm, so free from trace of pain, so fair to look upon. She seemed a creature fresh from the hand of God and waiting for the breath of life; not one who had lived and suffered death. Her couch was dressed with here and there some winter berries and green leaves, gathered in a spot she had been used to favor. "When I die, put near me something that has loved the light and had the sky above it always." These were her words.—Dickens' Death of Little Nell.

1. What tone and pitch of voice are the most appropriate for the reading of this selection? 15
2. Point out the emphatic words to secure most pleasing reading of the paragraph? 15
3. In what do the beauties of the paragraph consist mainly? 15
4. What would you ask your children to study up in connection therewith? 15
5. Write a short sketch of Charles Dickens. 20
6. What influence will good reading in school be likely to exert on our reading in after life? 20

PHYSIOLOGY.—1. What relations do nerve fibers bear to nerve cells? What are the functions of each?

2. Of what advantage is the division of labor as found in the body?
3. What relation does a tissue bear to a system? to an organ?
4. Describe the skeletal arrangement that permits the great variety of movements of the head.
5. How do the red disks of mammalian blood differ in structure from the red cells of the frog's blood? Is there any difference in function corresponding to the difference in structure?
6. What is the relative value of animal and vegetable food?

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7. What are the functions of the kidneys?
 8. What are bacteria and what is their relation to health and disease?

SCIENCE OF EDUCATION.—1. In testing the work done in primary reading, some superintendents allow pupils to read what they have studied, while others insist on having pupils read new matter of similar grade of difficulty. Compare and contrast these two methods of testing as to their value in supervision, and support your conclusions by stating the pedagogical principles applicable to both.

2. One teacher has the ability to interest pupils in what they do, another has the tendency to drill thoroughly. Upon examination, their classes are found to be about the same as to proficiency in their subjects. Show by a course of reasoning which is the better teacher, and why.

3. One teacher proceeds upon the theory that she must secure order before allowing pupils to proceed with their work, while another proceeds upon the theory that discipline should be obtained incidentally through the work. Discuss the relative value of the two methods.

4. State the order in which the following geographical topics should be taught in their application to a locality with the reasons for the order chosen: productions, elevation above the sea level, surface, direction of winds, rainfall.

5. What distinction of purpose do you recognize between the teaching of so-called language lessons and technical grammar?

ANSWERS TO PRECEDING QUESTIONS.

GRAMMAR.—1. By a predicate adjective is meant an adjective used after a predicate verb, to express some attribute of the subject; as, sugar is *sweet*; chalk is *white*; he arrived *safe*.

2. The fundamental difference between an adjective and an adverb; is that an adjective limits or modifies a substantive and an adverb does not. An adjective denotes condition, appearance, quality or kind; an adverb denotes time, place, manner or degree.

3. (a) "sick" denotes *condition*; (b) "sickly" denotes *manner*; (c) "tall" denotes *condition* (rather than appearance in this example); (d), "wildly" denotes *manner*; (e) "perplexed" denotes *appearance*

4. (a) Means that he was inside of the yard, walking; (b) means that he was outside of the yard and entered it.

5. In (a) "but" expresses a disjunctive (or adversative) relation; in b) "therefore" expresses an illative relation.

6. Memory, judgment and reason.

7. By their form; as, man—woman. By different terminations; as, actor—actress. By prefixes or suffixes; as, cock-sparrow—hen-sparrow; school-master—school-mistress.

8. The distinction as to whether (a) the word means or represents the person or thing that acts or about which something is expressed as to whether the word names or represents the person or thing acted upon or concerning which there is some relation; or as to whether the word denotes ownership, etc.

9. Hero—heroes; loaf—loaves; baby—babies; brother—brothers or brethren; gymnasium—gymnasiums; son-in-law—sons-in-law; datum—data; cherub—cherubim.

10. This is a complex sentence in which "ye do so even unto them (that)" is the principal proposition; the remainder is the subordinate clause, also complex, "ye would" being the principal part and "whatsoever that men should do unto you" the subordinate part. The subordinate part is the object of "would" (wish or desire); "so" modifies "do" and "even" modifies "so;" (that) supplied is the object of "do," and the antecedent of "whatever," a compound relative, the object of "should do."

GEOGRAPHY.—1. The mountain borders, especially the Sierra Nevada and the Coast Ranges deprive the interior of moisture, by condensing it before it passes over them to the interior.

5. Both have a republican form of government

6. Cuba is of great commercial importance, on account of the amount and variety of its useful productions, and on account of its position near the United States and the entrance to the Gulf of Mexico. Cuba is a Spanish colony, and the government is administered by a Captain-General appointed by the Spanish crown.

8. Surface, drainage, climate, boundary, people, occupations, chief business centers, commercial facilities, exports, imports, etc.

U. S. HISTORY.—1. In 1539 De Soto sailed from Cuba with a force of men and horses; he landed at Tampa Bay and began his march into the interior. The soldiers were guilty of many cruel things in their treatment of the natives. In 1541 the company discovered the Mississippi River. (See Mont Hist. paragraph 22.)

2. The charter was obtained in 1732. In making the settlement there were two objects, one of defense to repel the attacks of the Spaniards in Florida; the other object was one of benevolence—to provide a home for the imprisoned debtors in England. (See paragraphs 126 and 127.)

3. Among the people of Salem, in 1692, a peculiar delusion prevailed that originated among some thoughtless children who accused others of tormenting them. Several persons were hanged before the people came to their senses. (See paragraph 89.)

4. La Salle was the greatest of the French explorers. He explored much of the valley of the Mississippi and floated down that stream to its mouth. The most important work that he did was to take possession of the Mississippi Valley for the French king. (See paragraph 133.)

5. The bell was cast at Whitechapel, London. Its weight was 2080 lbs. It was received at Philadelphia in August 1752, and was broken up and recast in June, 1753. It was cracked on the morning of July 8 1835, while being tolled in memory of Chief Justice Marshall. It was found to be hopelessly useless after being tried Feb. 22, 1843. The inscription was: "By order of the Assembly of the Province of Pennsylvania, for the State House in the city of Philadelphia, 1752." "Pro-

claim liberty throughout all the land to all the inhabitants thereof."—Lev. xxv, 10.

6. (See paragraph 283.) Many benefits have been derived from this invention. One of the most important is its great value to railroads; another great benefit is its aid in catching outlaws.

8. (See Article II and the XII Amendment)

READING.—1. Pure tone and low pitch.

2. Dead, beautiful, calm, free, fair, fresh, waiting, not, lived, death, couch, die, near, something, loved, light, sky, always, these, words.

3. In those ideas of death that are familiar and touching, and in the simple natural way in which they are expressed in language,

4. If possible, all the selection concerning Little Nell, together with certain other matter of a related nature, by the same author; also, other characters quite in contrast with little Nell, yet pictured so lucidly, so powerfully that from them all the pupils could get an idea of the great power of Dickens in giving "a masterly realism to the good and ill of every day life "

5. Charles Dickens (1812—1870) born at Portsmouth, England, was bred in London. He first studied law, and then following in the footsteps of his father, became a newspaper man. While so engaged he wrote "Sketches by Boz." His fame began with "Pickwick Papers" published in 1836. "Nicholas Nickleby" and "Oliver Twist" followed, and Dickens was now established as the most popular novelist of the day. A visit to America in 1843 furnished the material for "American Notes" and "Martin Chuzzlewit." The severity of his censures upon certain peculiarities of American life did not seem to lessen his popularity in this country and his second visit in 1867 was the occasion of a welcome of the warmest description. Until his death Dickens continued to delight the English-speaking people of the whole world with his wonderful tales and characterizations.

6. Good reading in school, while the child is young and its habits are in the formative stage, will exert a lasting influence on its reading taste during its after years. The tendency will be constantly to choose that which is good and to discard that which is bad.

PHYSIOLOGY —1. Nerve fibers end in nerve cells and in some places the fibers pass through cells and end in other cells. The cells originate nerve force, and the fibers conduct nerve force.

2. A number of men working together for a common purpose can accomplish vastly more than the same number working separately with their energies divided. Cells arranged in groups with distinct and separate functions to perform will accomplish very much more than if every cell working separately had to perform a part of every function.

3. In some systems the tissue denotes the nature of the system; as, osseous, muscular, etc. In others, structures made up of several tissues constitute a system; as, the circulatory system, made up of the heart, arteries, capillaries and veins.

4. The uppermost vertebra on which the head rests articulates with the second cervical vertebra below, called the axis, which bears the odontoid process, around which it can turn as on a pivot. This arrangement permits much freer motion than is allowed between any of the other vertebrae. (See Advanced Physiology, p 46.)

5. The red corpuscles of the frog have a nucleus; those of mammals do not. Those of a frog, by the division of the nucleus, multiply. Those of mammals do not increase in this way.

6. Animal food is more valuable than vegetable food in producing activity and vigor in whoever or whatever partakes of it.

8. Some are harmless but many are very dangerous, and when their growth starts in the living tissues and in the blood, they produce some of the worst of diseases. (See pages 292 and 293.)

SCIENCE OF EDUCATION.—1. It is better to test reading power, whether silent or oral, by using new matter. Pupils often memorize much of the language of a reading lesson, while they are studying it; and they frequently have the language committed when they know very little about the content, and perhaps are not able to acquire much knowledge concerning it. A pupil is thus able readily to express orally the work and know very little about the thought contained. Only by giving new matter can we test the pupil's power to interpret the symbols and express their content

2. The one that interested the pupils in what they did, for they worked out their proficiency by themselves, while that of the pupils of the other teacher was drilled into them.

3. Discipline should be obtained incidentally through work, for order obtained before work begins is not the kind of order that must prevail after the work begins. The first is forced and unnatural and could not last; the latter is the quiet of activity and is healthful and inspiring.

4. Elevation above the sea-level, the surface, direction of winds, rainfall, productions. The physical characteristics that determine productions should be studied before the productions. Before studying the rainfall, we should study that which determines it; as, the surface and direction of the winds.

5. In teaching language lessons the purpose is to give power to use the language; in teaching technical grammar the purpose is to impart a knowledge of the forms and principles of the language. However, in the study of technical grammar, the student's power of using the language is much increased

ARITHMETIC.—1. Quantity is anything that can be measured; number is a unit, a collection of units or any part of a unit; a figure is a character used to represent a number; a figure is the representative of number. A common fraction is a fraction whose numerator and denominator may be any number. The value of a fraction depends upon the relative value of the numerator and denominator.

2. (a) The meaning of 12; that is, the number of things making 12. (b) All the combinations of things making 12. (c) The relation of the two digits in 12, and their place values.

3. $\frac{2}{3} \times \frac{\frac{3}{4} - \frac{1}{3}}{\frac{3\frac{1}{3}}{3\frac{1}{3}} - 2\frac{5}{8}} = \frac{2}{3} \times \frac{\frac{3}{4} - \frac{1}{3}}{\frac{10}{3} - \frac{21}{8}} = \frac{2}{3} \times \frac{\frac{5}{12}}{\frac{1}{2}} = \frac{2}{3} \times \frac{5}{6} = \frac{5}{9} = .555\bar{5}$ ANS.
4. $2 \times (18 + 16) \times 12\frac{1}{2} = 850$ sq. ft. in walls
 $2 \times 18 \times 16 = 576$ sq. ft. in floor and ceiling.
 1426 sq. ft. = total surface of room.
 $1426 \times 2.50 = \$3565$ cost of labor.
 $1.426 \times 75 = 106.95$ cost of lumber.
 $\$3671.95$ total cost.
5. .0525 interest of \$1 for 10 mos, 15 das. at 6%.
 $\$327.3247 + .0525 = \6234.756 ANS.
6. Let 100% = wholesaler's cost;
 125% = his selling price;
 40% of 125% = 50% what he received;
 $100\% - 50\% = 50\%$ his loss. ANS.
7. $\sqrt[3]{75+6} = 2.5$ ft. = the edge of the cube.
 $(2.5)^3 = 15.625$ cu. ft. ANS.

QUERY AND ANSWER DEPARTMENT.

This Department is conducted by J. C. GREGG, Superintendent of the Brazil Schools.
 Direct all matter for this department to him.

QUERIES

500. Who was president from April 4th to April 6th, 1841?
 CURTIS SHORTRIDGE.
501. A gardener laid off two circles of land, 100 ft. and 75 ft. in diameter, one tangent internally to the other. Beginning at the point of tangency he laid off a quadrant in each on the same side. How far apart are the two corners of the quadrants? WALTER SWIHART.
502. What was the Hampton Roads Conference? D. C. PAYNE.
503. What was known as the Cotton Loan? ID.
504. How much wire $\frac{1}{16}$ of an inch in diameter can be drawn from a sphere of copper $1\frac{1}{2}$ feet in diameter, 4% being allowed for waste? MILO F. HALE.
505. A triangle is inscribed in a circle. The three altitudes of the triangle meet in O. Find the center and radius of the circle which shall bisect every line drawn from O to circumference of the circumscribing circle. C.

ANSWERS.

475. South America is not the original home of large animals, and its peculiarly isolated position has prevented the migration of large animals to it. Large animals adapted to a tropical climate, such as lions and tigers, thrive well in South America if allowed to live there. Why large animals did not have their origin in South America instead of the eastern continent, can be accounted for by supposing that the eastern continent first became in a condition to support such animal life. R. L. THIEBAUD.

487. This problem gives a right triangle whose sides are x =radius of earth and 1 mile, and the hypotenuse $x+8$ inches, or $x+\frac{1}{75}$ miles. Solving the triangle we find $x=3960$ miles nearly. D. M. DEEG.

489. $\frac{1}{2}(\frac{1}{17} + \frac{1}{17}) = \frac{1}{17}$, the larger fraction.

$\frac{1}{2}(\frac{1}{17} - \frac{1}{17}) = \frac{1}{17}$, the less fraction. E. S. VANSOYOC.

490. A line drawn from the given point parallel to the sides of the field will divide it into two parts of 16 and 24 acres. Now by cutting off a triangle of $4\frac{1}{2}$ acres from the larger part or adding a triangle of $3\frac{1}{2}$ acres to the smaller part, we will have $19\frac{1}{2}$ acres. The legs of these triangles are easily found to be 20 ch., $4\frac{1}{2}$ ch. and 20 ch., $3\frac{1}{2}$ ch. Their hypotenuses are 20.50 ch. and 20.304 ch. Two answers. C.

491. Half the chord is a mean proportional between the height of the segment and the rest of the diameter x . Hence we have

$4 : 20 :: 20 : x$; whence

$x=100$, and

$x+4=104$ the diameter,

52—the radius.

ANDREW MARTIN.

492. It was enacted by Congress, Sept 13, 1788 that the new government should go into operation on the first Wednesday in March. This fell on March 4th and it has ever since remained inauguration day. Congress could at any time change this date. JAS. F. HOOD.

CREDITS.

Wm. Morrison, 487-9-90-2; Chas. Methley, 489-91-2; Jas. F. Hood, 481-2-3-4-5-9-90-2; Ed. Wade, 487-9-90-1; D. M. Deeg, 487-9-90-1; Geo. M. Taber 489; Andrew Martin, 487-9-90-1; R. L. Thiebaud, 475-82-3-7-9-90-1; A. M. Conn, 487-9-90-1; Scott Bull, 489-90; M. Woolery, 489-90-2; E. M. Keefe, 489; P. T., 487-9-90-1-2; D. C. Payne, 481-2-3-4-9; D. R. Hardman, 485-93-4; Walter Swihart, 491; E. E. Vanscoyoc, 489; J. R. Simon, 482-4; Lucy Nugent, 482-4; Milo F. Hale, 484.

MISCELLANY.

INDIANA STATE TEACHERS' ASSOCIATION.

THE FORTIETH ANNUAL SESSION WILL BE HELD DEC. 26,
27, 28, 29, 1893, AT INDIANAPOLIS.

PROGRAM.

TUESDAY, 7:30 P. M.—1. Solo, Miss Lella Parr, Indianapolis. 2. Devotional exercises, conducted by Dr. D. W. Fisher, president Hanover College. 3. Address of retiring president, J. N. Study, superintendent Richmond schools. 4. Inaugural address, President L. O. Dale, Wabash. 5. Duet, Misses Emma and Lella Parr, Indianapolis. 6. Paper, "The Coördination of Studies," Howard Sandison, State Normal School. 7. Appointment of committees. 8. Miscellaneous business.

WEDNESDAY, 9 A. M.—1. Solo, Miss Emma Parr, Indianapolis. 2. Devotional exercises, conducted by Dr. A. R. Benton, Butler University.

3. Symposium, "State Education," Joseph Swain, president Indiana University; E. E. Griffith, superintendent Institution for the Blind; A. C. Johnson, superintendent Institution for Feeble-Minded Youth; T. J. Charlton, superintendent Reform School for Boys. 4. Intermission. 5. Solo, A. H. Graham, Knightstown; 6. Paper, "Literature and Life," Mrs. Emma Mount McRea, Purdue University; discussion, Mrs. M. C. Dennis, Richmond; Miss Adelaide Baylor, Wabash; Miss Anna C. Flinn, Vincennes. 7. Solo, Miss Alice Whitsell, Knightstown. 8. Paper, "The Law of the School," Arnold Tompkins, Chicago University; discussion, Cyrus W. Hodgin, Earlham College; Walter W. French, superintendent Posey county schools; W. B. Woods, Chicago University.

WEDNESDAY, 8 P. M.—Inter-Collegiate debate between Indiana University and DePauw University. Question, "Does the Political and Social Situation Demand the Rise into Power of a New Political Party other than the Democratic or Republican?" Affirmative (for Indiana University), Linnaeus Hines, Lebanon; William H. Stout, Jeffersonville; J. H. Hamilton, Greensburg. Negative (for DePauw University), Charles A. Prosser, New Albany; James M. Ogden, Danville; Edward Dunn, Spencer. Music furnished by the glee clubs of the universities. Place: Hall of Representatives, State House. Admission, 25 cents.

THURSDAY, 9 A. M.—Duet, Frank and Homer VanWie, Indianapolis. 2. Devotional exercises, conducted by Dr. J. P. D. John, president DePauw University. 3. Symposium, "The Bible and the Public School;" (a) "Moral Education in the Public School," Dr. G. S. Burroughs, president Wabash College; (b) "The Pedagogics of the Bible," Rev. F. E. Dewhurst, pastor Plymouth Church, Indianapolis; (c) "The Bible in the Child's Life," Mrs. E. L. Hailman, LaPorte. 4. Intermission. 5. Solo, A. H. Graham, Knightstown. 6. Paper, "Tendencies of Prevailing Methods of Promotions and Reports," T. F. Fitzgibbon, superintendent Elwood schools; discussion, C. E. Morris, superintendent Salem schools; Mrs. E. Mowrer, principal Warsaw high-school; Robert Spear, principal Evansville high-school. 7. Solo, Homer VanWie, Indianapolis. 8. Discussion, "Trustees of the Public School," Mrs. Ida May Davis, president Terre Haute city school board; Edwin Ayres, superintendent Lafayette schools. General discussion opened by W. F. Axtell, principal Washington high-school

FRIDAY, 8 P. M.—Elocutionary and musical entertainment at Y. M. C. A. Hall, given by prominent readers of the state. All members of the association who have paid the annual registration fee will receive a ticket to this entertainment. Admission to others, 50 cents.

FRIDAY, 9 A. M.—1. Duet, Mr. and Mrs. Glasscock, Greenfield. 2. Devotional exercises, conducted by Dr. J. M. Coulter, president Lake Forest University, Ill. 3. Duet, Messrs. New and Glasscock, Greenfield. 4. Paper, "The Educational Doctrines of Hegel," George P. Brown, editor *Illinois School Journal*. 5. Paper, "The Educational Doctrines of Herbart," Lewis H. Jones, superintendent Indianapolis schools. 6. Intermission. 7. Solo, Miss Cora Nicholson, Anderson. 8. Symposium, "The Educational Journal:" (a) "The Editor," W. A. Bell, editor INDI-

ANA SCHOOL JOURNAL; Geo. F. Bass, editor *Indiana Young People*; (b) "The Reader," H. G. Woody, superintendent Kokomo schools; G. M. Naber, superintendent Whitley county schools. Discussion opened by H. P. Leavenworth, superintendent Mt. Vernon schools. 9. Miscellaneous business. 10. Adjournment.

HIGH-SCHOOL SECTION.

(Hall of Representatives, State House, Thursday, Dec. 28, 1:30 p. m.)

- PROGRAM.—1. Paper, "The High-school as a Finishing School," Miss Marie Dunlap, principal Salem high-school. General discussion.
2. Paper, "Should Utility Be the Basis of the High-school Course?" Charles S. Meek, principal Elwood high-school. General discussion.
3. Five-minute speeches on (a) "How Far Should the High-school Course Be Elective?" (b) "High-school Rhetoricals and Literary Societies;" (c) "High-school Opening Exercises."

MATHEMATICAL SECTION.

(Room — State House, Wednesday, Dec. 27, 1:30 p. m.)

- PROGRAM.—1. Paper, "The History of Geometry," Robert J. Aley, Indiana University. Discussion opened by D. C. Arthur, principal Union City high-school.
2. Symposium, "Relation of Mathematical Courses of Study in High-schools and Colleges," J. C. Gregg, Brazil; A. M. Amadon, Lafayette; O. L. Kelso, Richmond; Duane Studley, Crawfordsville.

SCHOOL OFFICERS' SECTION.

(Agricultural Hall, State House, Thursday, 2 p. m.)

- PROGRAM.—1. "What Constitutes the Legal Stipulations of a Contract to Teach?" J. J. Eagy, Union City. Discussion, Ephriam Marsh, Greenfield; W. W. Ross, Muncie.
2. Paper, "What School Apparatus Is Essential?" Thomas Stine, Edinburg. Discussion, G. N. McLaughlin, Muncie; C. H. Obenstain, Morgantown.
3. Paper, "What Rulings of the County Board of Education Should Be Uniform for the State?" George Medary, Vevay. Discussion, T. E. Bradshaw, Thorntown.

COUNTY SUPERINTENDENTS' SECTION.

(Hall of Representatives, State House, Tuesday and Wednesday Afternoons, December 26 and 27.)

- PROGRAM.—TUESDAY, 1:30 P. M.—1. "How to Make Semi-Annual Meetings of the County Board of Education More Profitable," C. M. Merica, DeKalb county. Discussion, J. W. Lydy, Clinton co.; E. J. McAlpine, Kosciusko co.
2. "How to Make Township Institutes More Valuable," Orville Apple, Orange co. Discussion, W. B. Sinclair, Starke co.; S. E. Carr, Clark co.; J. W. Guiney, Owen co.

3. An original poem, "Two Schools I Visited," W. W. Pfrimmer, Newton co.

WEDNESDAY, 1:30 P. M.— 1. "Best Plan of Lighting, Heating and Ventilating District School Buildings," G. W. Robertson, Fayette co. Discussion, T. A. Mott, Wayne co.: Harvey Gardner, Cass co.; L. A. Sailor, Warren co.

2. "Time-Saving Hints to County Superintendents," G. W. Miller, Howard co. Discussion, J. H. Reddick, Pulaski co.; C. W. Wellman, Sullivan co.; J. W. Davidson, Vanderburg co.

3. Report of Committee on Constitution and By-laws, S. J. Huston, chairman of committee.

4. "What Rulings of the County Superintendent Should Be Made Uniform for the State?" Hervey D. Vories, Superintendent Public Instruction. General discussion.

INDIANA COLLEGE ASSOCIATION.

The annual meeting of the College Association will be held at the Denison Hotel, Indianapolis, Dec. 26 and 27, 1893. Only half the colleges are represented on the program each year.

PROGRAM.—TUESDAY, 2 P. M.— 1. Reports and routine business. 2. "Education in Siam and the Far East," Prof. Glenn Culbertson, Hanover College. 3. "The Present Status of the Aryan Question," Prof Hugh H. Miller, Butler University. 4. "The German Gymnasium and the American College," Prof. D. W. Dennis, Earlham College.

TUESDAY, 8 P. M.— 1. Annual address of the president, "The Organization of College Work," Dr. John M. Coulter, Lake Forest University. 2. "A Plea for the Smaller Colleges," Prof. Charles W. Lewis, Moore's Hill College.

WEDNESDAY, 9 A. M.— 1. "The Educational Value of Applied Mathematics," Pres H. T. Eddy, Rose Polytechnic Institute. 2. "Science Teaching in the Lower Grades," Pres. Ellwood P. Cubberly, Vincennes University. 3. "The Study of Politics in American Colleges," Prof. James A. Woodburn, Indiana University.

Headquarters of the Association, Denison Hotel; rates, \$2.50 per day.

Executive Committee—John M. Coulter, Lake Forest University; M. C. Stevens, Purdue University; John W. Moncrief, Franklin College.

ASSOCIATION OF ELOCUTIONISTS AND ORATORS.

(Agricultural Hall, State House.)

PROGRAM —TUESDAY, DEC. 26, 1:30 P. M.— 1 Prayer, Rev. F. E. Dewhurst, Indianapolis. 2. Address of Welcome, Rev. Joseph A. Milburn, Indianapolis. 3. Election of officers. 4. Appointments of committees.

TUESDAY, 2 P. M.— 1. Paper, "Comparative Value of Ancient and Modern Oratory," E. P Trueblood, Earlham College; discussion, W. B. Roberts, Indianapolis; B. C. Sherrick, Westfield Academy. 3. Paper, "Physical Culture," Miss Bessie B. Jenie, Indianapolis; discussion, Miss C. V. Dorsey, Central Academy. 4. Paper, "The Needs of

Elocution and Delsarte in the Public Schools," Miss Ola Dell Cameron, Knightstown; discussion, J. H. Wilkerson, DePauw University. 5. Paper. "To Understand an Author We Must Unify His Thought," T. J. McAvoy, Indianapolis; discussion, L. H. Jones, Indianapolis.

WEDNESDAY, 2 P. M.—1. Paper, "The Practical Value of Elocution," Miss Caroline Moody Geerish, Purdue University; discussion, George F. Bass, Indianapolis. 2. Paper, "How Much Has Personality to Do with Oratory?" Hon. John L. Griffith, Indianapolis; discussion, Rev. J. H. O. Smith, Valparaiso. 3. Unfinished business. Adjournment.

RAILROAD RATES.

Read carefully the following letter of instructions;

UNION CITY, IND., Nov. 15, 1893.

A. E. Humke, Chairman Executive Committee I. S. T. A., Vincennes, Ind.:

Dear Sir—Through the courtesy of the Central Traffic Association, persons attending the Indiana State Teachers' Association to be held at Indianapolis, Ind., commencing December 26 and ending December 29, 1893, will be granted a reduction in their return railroad fare only under the following conditions:

1. Each person must purchase a first-class ticket to Indianapolis, for which he will pay full fare, and, upon request, the ticket agent will issue to him a certificate of such purchase.

2. If through tickets cannot be procured at the starting point, the person will purchase to the nearest point where such through tickets can be obtained, and there purchase through to Indianapolis, requesting a certificate from the agent at the point where second purchase is made.

3. It is absolutely necessary that a certificate be procured indicating that full fare has been paid for the going journey, and that the person is therefore entitled to the excursion fare returning.

4. Tickets for the return journey will be sold by the ticket agents at Indianapolis at *one-third* the regular fare only to those holding certificates properly countersigned by the secretary of the association and the special agent of the railway association. Certificates will not be honored unless presented within *three days* after the adjournment of the association. (Sunday will not be reckoned as a day)

5. The reduction in return fare will apply only to the point where the *through* ticket was purchased. Yours truly, JAMES R. HART,
Secretary and Treasurer I. S. T. A.

HOTEL RATES. — Grand and Denison, \$2 per day; Spencer, English and Occidental, \$1.50 per day. Association headquarters, Grand Hotel
REGISTER EARLY. Annual fee, 50 cents.

A PENNSYLVANIA INSTITUTE.

Arnold Tompkins, who recently worked a week in a Pennsylvania institute, writes the following letter, giving his impressions. It will be of general interest to Indiana teachers:

"A Pennsylvania institute creates more stir than an Indiana institute, being much larger and having a much more varied and literary program. The one recently held at Lancaster, Lancaster county, was composed of nearly 700 teachers. All the schools of the county are closed by law, and county, village, town and city teachers met in council. Citizens swelled the audience to 1,000—a dignified, orderly and inspiring audience. The maturity of the teachers was striking. It is said that this is due to the fact that Germans stick to what they undertake—one-half in this case, perhaps, being Germans. A great variety of talent is employed to give instruction, and the entertainment feature was adequately provided for. Good, inspiring speeches from prominent men over the state, with little technical instruction, and rousing music was the order of the day. The expenses of the institute were \$1,600. This is met by the \$1.50 fee from each member, the \$200 given by the state, and the money made from the evening lectures. This makes an Indiana institute feel poor; but bigness is not greatness, and the smaller institute, where the work is done by two men, may not fall so far short as the disparagement in the figures would indicate. If the general entertainment and enthusiasm are less, the definite instruction is greater perhaps. With these striking differences to a Hoosier, there was one feature familiar and irrepressible—the agent for the State School Journal—regular price, \$1.50; in clubs, \$1.25. This made the whole world seem kin. Pennsylvania has pardonable pride in her institutes and in many other features of her school work. She is proud of her state superintendents. It is no small thing to have had a line of such men as Hickok, Wickersham, Higbee and Waller—men of marked culture, power and educational leadership. Dr. Schaeffer, the present state superintendent, is a scholarly and inspiring man, not merely capable of performing the routine duties of his high office, but a clear expounder of educational thought and an eloquent leader in educational movements. His address to the above institute was a treat to all, and gave clearer insight into the teaching problem, and quickened the professional pulse in every teacher. They boast, too, of their thirteen normal schools, with an average attendance of about 350 in each school. This makes an average attendance of about 4,500. While the grade of work seems not to be so high as that done in the Indiana State Normal, the work much more completely reaches the mass of teachers. It is a question whether a state ought to support many normal schools, thus attempting to reach the largest number of teachers, or one high-grade school of pedagogy, through which the mass of teachers is reached through the various other organized forces of the state. But better than either of these is both. When Pennsylvania shall have crowned her present system of normal schools with a central school of pedagogy devoted to the higher phases of professional thought, and exercising a kind of generalship over those now existing and doing elementary work, she will have an effective scheme of professional training. If such gradation of professional schools is the ideal, Pennsylvania is in better condition to reach it than is any other

state. Certainly no one school can reach the mass of teachers in a state with any marked appreciable effect. If there is but one, it must give that prolonged and thorough pedagogical training of the choicest students so as to make them such powers in the state that they will multiply themselves into the mass of teachers by geometric ratio."

MEETING OF CITY AND TOWN SUPERINTENDENTS.

The fourth annual meeting of the city and town superintendents was held in Indianapolis November 16 and 17. It was a very profitable session. The meeting was large, and many of the discussions animated. In this meeting the subjects are prepared by the executive committee, but no persons are appointed to prepare papers. Each subject is taken up and discussed informally. The subjects are such as are of special interest to superintendents, and only indirectly affect the teacher. The subject that received most attention was, "Upon What Shall Promotions of Pupils Be Based?" Under this head were discussed "Examinations," "Per Cents," "Recitation Grading," "The Teacher's Estimate," "Other Considerations," etc. The discussions developed the fact that some superintendents hold no final examinations at the end of the term and year, but promote on examinations held at irregular times in connection with the teacher's estimate. Some hold no examinations at any time for promotions, but from time to time have written tests simply for their educational value to the pupils. None make promotions on the examinations exclusively, as was formerly the general rule. A few require the marking of recitations, and make these marks an element in promotion. Some promote exclusively on the recommendation of the teachers. Some did not use per cents at all in any of their estimates with reference to the standing of pupils, either as to conduct or scholarship. All admit the value of written work. All agree that the teacher's estimate is an important factor in the promotion of pupils. The following rules in regard to tardiness and absence should be followed by every superintendent and every teacher in the state, for unless a uniform rule is followed there is no common basis upon which schools can be compared. The rules were adopted as reported by the committee, and almost unanimously.

METHOD OF SECURING UNIFORMITY IN RECORDING ABSENCE AND TARDINESS.

1. A pupil is tardy who is not in the room at the moment provided by the board for the opening of school.
2. If a pupil has some errand to do, and applies in person to the teacher before the opening of the session for an excuse, he shall not be counted tardy till the expiration of the limit of the time for which he was excused.
3. It shall be within the province of the board in smaller places, and of the superintendent in large places, to grant to pupils living at unusual distances, or prevented by regular unusual causes, some specified time later than the regular opening at which they should be due at

school, and if they come within that time they shall not be marked as tardy.

4. It shall require presence of at least half a session to constitute attendance. If the pupil shall come before the session is half expired he shall be marked as present and tardy; if after, as absent and not tardy. If from any cause he shall leave before the middle of the session he shall be marked as absent.

5. Per cent. of attendance shall be based upon the average number belonging, which may be found by adding to the number belonging the entire month the number of belonging days of all others, divided by the number of days of school in the month. After three consecutive days of absence a pupil shall, for statistical purposes, be regarded as withdrawn. In case he is known to have permanently withdrawn he shall be marked as withdrawn from the date of his actual withdrawal.

L. H. JONES, J. N. STUDY, R. A. OGG, Committee.

THE DENISON HOTEL, INDIANAPOLIS.

This hotel, which for several years past has been headquarters for the State Teachers' Association, has been remodeled and enlarged, and now has more than double the capacity of any other hotel in the city. Its three hundred guest rooms are large and well furnished, one hundred of these being supplied with bath-rooms. It now has three separate dining-rooms, and can seat 500 guests at one time, so there need be no waiting for a seat at the table. This hotel has been designated as headquarters for the College Association and also for the High-school Section and the County Superintendents of the State Association. To members of the State Association the rate is made \$2 a day. Mr. T. J. Cullen, the manager, is a genial gentleman, and takes special pains to make teachers "feel at home" while stopping with him. Last year, it will be remembered, Mr. Cullen tendered the State Association a banquet, which was highly appreciated and greatly enjoyed. This year he proposes to do the same thing. He will be *at home* to all members of the association on, Wednesday evening, after the regular exercises are concluded. He extends a cordial invitation to every member of the association.

THE FRANKLIN REPUBLICAN is sustaining a very full and very readable column headed "The Public Schools."

DECATUR Co. will hold its association at Greensburg, Dec. 9. Supt. J. W. Jenkins has arranged a good program.

THE INDIANAPOLIS SCHOOLS enrolled in the month of October 16,851 pupils, a gain of 448 over the enrollment for the same month last year.

BRAZIL enrolled in its schools the first month of this year 1,501 students—132 in excess of any previous enrollment. Supt. J. C. Gregg is holding the reins.

PULASKI Co. held its annual Teachers' Association, Nov. 30 and Dec. 1. Its printed program is the prettiest we have yet seen. Supt. J. H. Reddick has good taste.

THE CENTRAL NORMAL, at Danville, has begun its winter term with a greater increase on its fall term than ever before in the history of the school. The prospects for the year are decidedly flattering.

DR. THEO. MENGES, formerly an Indiana teacher, but now at the head of a dental college in Chicago, writes that his school is very flourishing, and in spite of the times numbers nearly 300 students. See his advertisement on another page.

NEW ALBANY has enrolled over 3,400 pupils this year—a gain of 100. Another eight-room building was opened this year. This is the second eight-room house erected within five years. The teachers hold regular meetings for study, and the schools are doing well. J. B. Starr is still superintendent.

HUNTINGTON has just issued the twelfth annual report of its schools. It is full and complete, and shows the schools what they have had the reputation of being—among the best schools in the state. It employs a special teacher in music and gymnastics. R. I. Hamilton continues as superintendent.

INDIANA UNIVERSITY.—The trustees of the university, at their recent meeting, were much pleased to find that the attendance was the largest on record, and that the institution shows progress in every line of its work. The new president, Joseph Swain, was the recipient of many hearty congratulations.

CROWN POINT makes a good record. Who can beat it? Superintendent J. J. Allison sends the following: I notice that Greencastle has 17 per cent. enrollment in the high-school. We have 20 per cent. of our enrollment in the high-school, with an average age of $16\frac{1}{3}$ years and only two as young as 14. Last year we graduated $2\frac{1}{2}$ per cent. of our entire enrollment.

NEW CASTLE is reported unusually prosperous. The high-school has enrolled 124 pupils, the largest number in its history. Six years ago—when the present superintendent, J. C. Weir, and principal, Mrs. C. N. Mikels, entered the work—the enrollment did not exceed 78 for the entire year. The crowded condition has made half-day attendance necessary for the juniors and seniors. The latter class numbers 27, of which 18 are boys.

W. M. MOSS, editor of the *Bloomington Democrat*, and for two terms superintendent of the schools of Green county, has been appointed assistant superintendent of Indian schools. There have heretofore been six supervisors under the superintendent, and Mr. Moss takes the place of the six. Mr. Moss is a hard worker, and will come as near doing six men's work as any person who could have been selected. He made a good county superintendent, and he will make a good Indian superintendent.

SUPERINTENDENT J. M. SULLINS sends the following report of "Arbor Day," which is excellent: "Arbor Day" was a grand success in Tippecanoe. More than one hundred schools planted trees. Many schools which did not need trees joined others in the exercises. The

day will long be remembered. Now we want a "Mulch Day" or a second "Arbor Day" to save these trees. I suggest the first Friday in April, as most of our schools will be in session at that time. Get your program ready.

HAMILTON Co.—Superintendent Hutchens recently issued a circular to his 188 teachers on the Reading Circle work. Among many good suggestions in the circular the following are noted: After stating the fact that the trustees have furnished each school with a number of books he says: "1. Become familiar with the books yourselves. 2. Get pupils and parents to assist you to raise money with which to buy additional books. 3. Encourage pupils not in school to read and become members." Then comes the climax: "*All teachers who add ten new books to their libraries, and report 95 per cent of the schools as interested, faithful members of the circle, will have \$5 each added to their year's salary.*"

STEUBEN Co. held its institute beginning Nov. 6. This county has for many years held its institute the second week in November. Its institutes are always large and enthusiastic. The superintendent usually arranges for a public entertainment each evening, and they generally include one or two *pay* lectures. The house is always full, even at the *pay* lectures. The citizens of Angola do their part nobly. The last institute was not an exception to the general rule, except that it was "the best ever held in the county." Arnold Tompkins was the "foreign" instructor, and he was ably assisted by L. M. Sniff, president of the Tri-State Normal School located at Angola, and Prof. L. W. Fairfield, of the same school. R. V. Carlin has been superintendent for many years, and has the confidence and support of teachers and people, and deserves it.

PERSONAL.

C. W. STEWART is principal at Marengo.

ALBERT COLLINS is in charge at Orland.

J. H. LUCKERT holds the reins at English.

W. H. KING directs the schools at Fremont.

J. W. WYANDT is superintendent of schools at Angola.

PORTER J. MILLIKIN is principal of the Cayuga schools.

W. E. HECKENLIVELY is the man to send circulars to at Pleasant Lake.

U. G. SPOHN, a graduate of Valparaiso Normal '93, is principal of the Forestville, Mich., schools.

J. P. DUFFIN, superintendent of Crawford County has changed his address from West Fork to Leavenworth.

W. F. HUFFMAN, superintendent of the Washington schools, has been seriously sick of malarial fever, but is now better and will soon be able for duty.

PROF. W. L. BRYAN, of the chair of Philosophy of Indiana University, has been elected vice-president of the Institution. This is a worthy promotion.

J. B. LEMASTERS, one of Johnson County's leading teachers, after a year's rest from regular school work, returns to take charge of the Whiteland schools.

J. J. MILLS has made his ninth annual report of Earlham College. He certainly makes a good showing and can justly feel a pride in what the college is doing under his direction.

E. B. HEINEY, the principal of the Roanoke Schools, is conducting an educational column in the Huntington *Herald*. The column shows that Mr. Heiney understands the needs of teachers.

JOHN FLINN, of Milton, who assisted Mr. Hailman in the State Educational Exhibit at Chicago and had entire charge in Mr. Hailman's absence, is now "out of a job" and willing to accept work in the school line.

L. O. DALE, late superintendent of Wabash County, but now a senior in the State University, is just recovering from a severe case of typhoid fever. He hopes to be able for duty as president of the State Teachers' Association.

ARNOLD TOMPKINS, who worked in the Steuben County Institute, in a private letter speaks in very complimentary terms of the work done by his associate instructors, President Sniff and Professor Fairfield, of the Tri-State Normal, located at Angola.

MRS. WILLIAMS, wife of W. J. Williams, recently died at Kokomo. It will be remembered that Mr. Williams resigned the superintendency of the Franklin schools in order that he might devote himself to his wife in her sickness. Mr. Williams will have the sincere sympathy of a host of friends in his deep sorrow.

Wm. MARLOW, son of J. A. Marlow, for many years superintendent of Sullivan County, has for several years been a teacher in the Terre Haute high school. He is a graduate of the State University and has been very successful as a teacher and has been looked upon by all who knew him as a model young man. Recently he looked up from his study and deliberately announced to his young wife, who is his classmate, that he had ceased to love her and she must go home. He gives no reason for his act and manifests no anxiety or regret. The school board has dismissed him from its service.

GEORGE C. HUBBARD was a few years ago principal of a ward building in Madison; later was made principal of the high school; later accepted the chair of Natural Science in Moore's Hill College; last August accepted the Science Department of the Minnesota State Normal at St Cloud. This shows progression. By the way, Joseph Carhart, another Indiana man is president of this same normal school and two other members of the faculty, J. B. Wisely and F. E. Mitchell, are both graduates of the Indiana State Normal. Then S. S. Parr, another Hoosier, is superintendent of the St. Cloud schools.

BOOK TABLE

THE AMERICAN JOURNAL OF EDUCATION of St. Louis, is still edited by J. B. Merwin, but the proprietorship has been changed to Perrin and Smith.

THE NORMAL TEACHER is an eight-page three-column monthly paper published at Covington and edited by W. A. Furr, president of the Covington Normal School. It contains much profitable reading for the teacher.

AN IDEAL COURSE IN ELEMENTARY ART EDUCATION has just been published by D. C. Heath & Co. The author is Prof. L. S. Thompson, formerly of Purdue University, but now Supervisor of Drawing at Jersey City, N. J.

GOODYKOONTZ'S PERPETUAL CALENDAR and general reference manual is a curiosity and a "thing of beauty." It is an almanac and much more and all pen-written and ornamented, all for ten cents. It is the work of Jasper Goodykoontz, formerly of Indiana, but now of San Francisco, California.

THE NORMAL STUDENT, official organ of the alumni and the societies of the Northern Indiana Normal School, has changed from a monthly magazine form to an eight-page, three-column weekly. It contains much educational matter of general value and is of course of special interest to the alumni and students of the Normal School. Price, \$1.

THE ATLANTIC MONTHLY is one of the standard literary magazines of the country. No space is taken up by pictures, but every page is filled with reading matter from the pens of the best writers in the country. The publishers, Houghton, Mifflin & Co., of Boston, are trying to make it specially attractive to teachers and in several places teachers are forming clubs for the discussion of articles it contains. Price, \$4.

THE WERNER COMPANY, of Chicago, is publishing in weekly numbers a report of the World's Parliament of Religions, held in Chicago, in the Memorial Art Palace, under the auspices of the World's Columbian Exposition. The addresses are complete, and verbatim, and are illustrated with portraits of one hundred of the principal delegates and speakers. There are to be eleven parts, and the entire series cost but \$1.00, postpaid.

MY SATURDAY BIRD CLASS, by Margaret Miller, is a delightful little book that might be used very profitably and very pleasantly by primary teachers in cultivating a knowledge and love of birds. It is a book for teachers and a book that I should think teachers would not only want but be anxious to possess. It is in story form. The stories are attractively told, so that it is a dull child whose interest could not be aroused. It is illustrated and neatly bound. Published by D. C. Heath & Co., Boston and Chicago. Price, 30 cents.

LITTELL'S LIVING AGE.—What would the large body of American readers do without the familiar and ever-welcome *Littell's Living Age*? With it one has all he needs of foreign periodical literature—without it he goes halting. Those accustomed to its weekly visits know how well-

nigh impossible it is to do without it. Approaching near the close of the fiftieth year it loses none of its former vigor and ability, but is as full of life, as rich in character, as correct in taste, as during any period of its existence. Price, \$8 per year. Littell & Co., Boston, publishers.

ARITHMETIC BY GRADES—(No. 1) is issued by Ginn & Co., Boston and Chicago. The series is prepared by John T. Prince. No 1, the book under consideration is designed for pupils of the first and second school year and is intended to accompany and follow teaching by objects. This book embraces a year's work and contains so large a number and so great a variety of problems that the teacher is relieved of the necessity of giving many exercises for drill on the black-board. A Teachers' Manual has been prepared to accompany all the books in the series.

"ANALYTICAL OUTLINE TO MONTGOMERY'S LEADING FACTS OF AMERICAN HISTORY."—This is a complete outline of the text and notes of the text-book on U. S. History adopted by the State of Indiana. The topics cover not only the facts but the ideas as well—the beliefs, customs, desires, hopes, attitudes, etc., that make up the life of history. The teacher who uses it will be saved an immense amount of time and work and the recitation of his class in U. S. History will certainly be more satisfactory than before. Price, by mail, 28 cents. Address the author, W. F. L. Sanders, Connersville, Ind.

THE FORUM, which ranks one of the best, if not the best, of the \$5 magazines of the country has been reduced in price to \$3.00, while its size and high tone remain as heretofore. Only the ablest writers are employed. The following from the December issue indicate the character of the subjects treated: "Francis Parkman and his Works," "A Plea for an Automatic, Non-Political Tariff," "Child-Study; the Basis of Exact Education;" "The Beginning of Man and the Age of the Race;" "A Plan to Free our Schools from Politics;" "Lasting Results of the World's Fair," etc. Address the Forum Publishing Company, New York City.

ETHICS OF SUCCESS by Win. M. Thayer, is a reader for the higher grades of schools. It has been prepared with the idea of inspiring the young with the determination to make the most of themselves. To do this, the characteristics of representative men and women who have lived nobly and whose lives have been inspirations are dwelt upon and pupils are impressed with the idea of making the most of themselves. The book is the outcome of more than forty years' study of biography as illustrative of the elements of success. This is a good book for opening exercises; it is a good book for any one to keep close at hand and take up and read a selection when he has only a few minutes to spare. A. M. Thayer & Co., Boston.

NATURE, MYTHS AND STORIES for little children, by Flora J. Cooke, of the Cook county Illinois Normal School. Miss Cooke says in preface: "Feeling the great need of stories founded upon good literature which are within the comprehension of little children, I have crudely written

out the following stories, hoping that they may suggest to primary teachers the great wealth of material within our easy reach. We will all agree that myths and fables are usually only truth clothed with imagination, and the dress is almost always beautiful and simple. Who can study these myths and not feel that nature has a new language for him, and that, though the tales may be thousands of years old, they are quite as true as they were in the days of Homer. If the trees and the flowers, the clouds and the wind, all tell wonderful stories to the child he has sources of happiness of which no power can deprive him." The book contains stories for pupils of 2nd, 3rd and 4th grades. Price, 15 cents. It is published by A. Flanagan, Chicago.

BUSINESS NOTICES.

SCHOOL BOARDS contemplating changes can learn the address of the best Western and Eastern teachers, willing to change places, by addressing Orville Brewer, manager of the Teachers' Co-operative Association, 70 Dearborn St., Chicago. We can assure all who write of confidence and honorable treatment. 2-tf

WALTER BAKER & CO, Dorchester, Mass., have received from the Judges of the World's Columbian Exposition one of the highest awards on each of the following-named articles contained in their exhibit: Breakfast Cocoa. No. 1 Chocolate, German Sweet Chocolate, Cocoa Butter.

A CHOICE CHRISTMAS GIFT.—In the selection of a choice Christmas gift, or an addition to one's own library, both elegance and usefulness will be found combined in WEBSTER'S INTERNATIONAL DICTIONARY. The International is, without question, the most complete and reliable work of this kind ever published in a single volume.

INDIANA KINDERGARTEN AND PRIMARY NORMAL TRAINING SCHOOL.—This school grants annually eighteen free scholarships and offers superior advantages to ladies who desire to become Kindergartners and Primary Teachers. For catalogues and further particulars address the principal, Mrs. Eliza A. Blaker, Indianapolis, Ind. 6-tf

EXPERIENCED AND SUCCESSFUL TEACHERS prepared for *Supervisory Positions or Public Work* Classes limited. Personal instruction if desired. Also, *Courses of Lessons in Psychology and New Methods of Teaching*, beginning January 1, May 1 and September 1. For terms, etc., address LEILA E. PATRIDGE, Institute Instructor and author of "Quincy Methods," 6332 Union Ave., Englewood, Ill. 10-3t

HOLIDAY EXCURSIONS.—Lake Erie and Western Railroad, Fort Wayne, Cincinnati and Louisville, Natural Gas Route, will sell for the Christmas and New Year Holidays, excursion tickets between all stations on its line, at the very low rate of one and one-third fare for the round trip. Tickets will be sold on December 23, 24, 25, 30 and 31, 1893 and January 1, 1894, limited going to date of sale, and good returning up to and including January 2, 1894. For tickets, rates, time and general information call on any ticket agent of the above route or address C. F. Daly, General Passenger Agent, or H. C. Parker, Traffic Manager, Indianapolis, Ind. 12 2t

TO INDIANA TEACHERS' CLUBS.

One of the most important branches of a school superintendent's work is to help the teachers under him to make themselves fit for their work in the class room, by helpful reading and discussion outside. The teacher who has no intellectual life outside the narrow confines of the recitation room, soon becomes of little value to the pupils and is almost sure to lose interest in the work.

On the other hand a teacher who is abreast of the times and who is in sympathy with the broad educational tendencies of the day, soon learns to apply his newly acquired theories to the practical class-room work and becomes at once a source of inspiration to his pupils.

Nothing reflects the thought and drift of opinion of to-day as the best periodical literature. And when the magazine which is without doubt the exponent of the best current literature turns its attention to educational topics with the avowed intention of helping the teacher great good can be accomplished.

This is what *The Atlantic Monthly* is doing and Indiana teachers have been quick to realize what a valuable help it will give them. In two places, Marion and Spencer, it has been adopted as the basis of the winter's work and the superintendents in both places write very encouragingly of the work. One of them says:

"Our Teachers' Club continues to be very satisfactory to all concerned. We meet weekly on Friday evenings in the History Room of the High School. The work is begun at 7:30 and continues for a longer or shorter period as the subject may demand, usually adjourning about 9 o'clock.

"We have been discussing such topics as 'Money as an International Question;' 'Wild Cat Banking in the Teens,' 'Ancestry of Genius. Have marked for early work "Womanhood in the Iliad;" 'Hayes-Tilden Electoral Commission;' 'Phillips Brooks;' 'Architecture among the Poets. (Articles all of which have appeared in recent issues of *The Atlantic Monthly*.)

As this kind of work was new to the teachers I have had charge of the meetings thus far. The teachers bring their magazines and with book in hand discuss the articles as presented by the writer. Whatever side lights we can bring to bear upon the subjects under discussion are turned on. The subject is thus treated quite broadly. The utmost freedom of opinion is encouraged and enjoyed by all. Seldom does an evening pass but each one suggests or contributes something.

The wide range of subjects offered by the *Atlantic* will in the course of the year satisfy the taste of each person. From what the teachers tell me of how they are enjoying it I feel that we have struck it rich for the club work."

Respectfully yours,

W. D. WEAVER

Supt. of Schools.

Office of Spencer Public Schools,
RENOS H. RICHARDS, Supt.
SPENCER, IND., Nov. 15, 1893.

I am glad to report that the reading club, which I organized with the teachers of the Spencer schools and others as members, is doing excel-

lent work. The educational articles of *The Atlantic Monthly* which are the subjects of our discussions from time to time, afford great inspiration and every meeting is full of interest and is of great benefit to all. We appreciate the talent and timeliness of which *The Atlantic* is full. Out of my own experience I heartily endorse the use of *The Atlantic Monthly*, by all reading circles, teachers' clubs and readers everywhere.

"If you desire you may quote a part or all of the foregoing at any time in your efforts to advertise the value of *The Atlantic*, for it is deserving of all the good things that can be said of it. Our club numbers fifteen."

These letters tell more plainly than any words of ours can, the wide field which *The Atlantic* is opening and we advise every teacher in Indiana to write to the publishers, Houghton, Mifflin & Co., Boston, Mass., for a sample copy and special terms

12-1t

THE PENNSYLVANIA AND VANDALIA LINES will sell round trip tickets at reduced rates during the Holiday season. For particulars inquire of the nearest agent or write to W. F. Brunner, Indianapolis.

To COUNTY SUPERINTENDENTS:—The undersigned (lately Professor of Mathematics in the National Normal University, Lebanon, Ohio.) desires engagements for work in the county institutes of Ohio and Indiana, during the months of July, August and September, 1894. Eighteen years' experience; high grade professional work; usual terms. Address, W. A Clark, 5 Lee St., Cambridgeport, Mass. 11-3t

THE whole art of teaching is in the art of awakenering the natural curiosity of young minds for the purpose of satisfying it afterwards. In order that knowledge may be properly digested it must have been swallowed with good appetite. It seems to us that the United States School Furniture Co.'s Topographical Relief Map of the United States must prove a resistless incentive to the study of Geography. It teaches ideas and the right ones, too, instead of words. Progressive teachers will be interested in it. IT IS EDUCATIONALLY SOUND and stands for just what rational education is striving after. The publishers have offices in Chicago, New York and Sidney, Ohio. 11-tf

A NEW DEPARTURE.—The National Mutual Life Insurance Company of New York occupies a new field of life insurance. It issues policies to many persons who by reason of occupation, over or under weight, former illness, family history, etc., etc., have heretofore been denied the benefits of life insurance by other companies. This is done by charging a rate corresponding with the risk assumed, the same as fire, accident and marine insurance. Hitherto this idea has been lost sight of, and applicants for life insurance who could not conform to certain cast iron rules in which prejudice often plays a larger part than common sense, have been rejected and unable to obtain protection for their families. Scores of people can be found in every community who have been rejected by some life insurance company, who, by continued good health, have proved themselves good risks and have lived longer than many who have been accepted. We are of the opinion that a very large proportion of these risks could be written with safety and profit by a proper system of rating. It has been successfully done in England for the past thirty years. The National Mutual Insurance Company has originated the Adjusted Rate Plan and proposes to extend the benefits of a good insurance on a perfect, sound and equitable basis, to a large class of deserving persons who, for trivial reasons and technicalities carried to an unwarranted extreme, could not obtain the insurance of which they stand specially in need and provide means of comfort and happiness for those they leave behind them.

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This book comprises the following departments, viz: 1.—Facts about our Country. 2.—Time and its Landmarks. 3.—Language; its use and misuse. 4.—Poetry and General Literature. 5.—Mythology and Folk-lore. 6.—Industry and Commerce. 7.—Handicraft and Invention. 8.—Money and Finance. 9.—Coins, Weights and Measures. 10.—War and its Appliances. 11.—Creeds of the World. 12.—Jottings in Science. 13.—Plain Law for Plain People. 14.—Politics and Statecraft. 15.—Music and the Fine Arts. 16.—Side Lights on History. 17.—Mystic Letters and Numbers. 18.—Famous Persons and Places. 19.—The World and its Ways. 20.—Races and Tribes of Men. 21.—Health, Hygiene and Physiology. 22.—Hearth and Home.

It contains more than one hundred thousand facts, figures and fancies, drawn from every land and language, and carefully classified for the ready reference of the student, the teacher and the home circle. In it will be found terse answers to thousands of questions not covered by other books, and information, the search for which would require the possession of many volumes. It is a compendium of the most important facts of general interest, and in its preparation care has been taken to present in the fewest words possible such data, and such only, as will afford the greatest services to all classes of readers, but especially to the teacher, to whom it will supply more food for reflection, more subjects for discussion, more curious and helpful suggestions and more "general exercise" material than was ever before published in so compact a compass. It is in fact, the gleanings of a whole library, and its helpfulness to the teacher can scarcely be estimated.

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Vol. XXIV.—INTERNATIONAL EDUCATION SERIES.

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PROFESSOR OF PHYSIOLOGY IN GENEVA; AUTHOR OF THE 'MIND OF THE CHILD (PART I.—THE SENSES AND THE WILL; PART II. THE DEVELOPMENT OF THE INTELLECT.)'

**Translated from the German by H. W. BROWN,
TEACHER IN THE STATE NORMAL SCHOOL AT WORCESTER, MASS.**

The special object of this book, as announced by Dr. Payer in his preface, is to initiate mothers into this complicated science of psychogenesis. Accordingly he has taken unusual pains to present the more important points upon which the development of the child's mind depends in a form easy of assimilation. He desires to evoke a widespread interest in the development of the infant mind, and lead to a multitude of special investigations into the phenomena of the first five years of the child's life. With this end in view he has selected, from the extensive material he has gathered in a long period of systematic observation and study, that which has special reference to practical use and application. It is a book of much value, therefore, to teachers in the kindergarten and primary school's, as well as to all parents.

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TEACHERS, the above is taught by a graduate of the New York School of Pedagogy PROF. KINNAMAN is one of the popular teachers of the West. The College gave him a year's absence to prepare himself for the above work. He now has charge of the department and great work is being done. No teacher can afford to miss this work. It can be taken any time.

GRAMMAR—We still hold the first place in this branch.

SPECIALISTS have charge of the common branches, and every one, whether far advanced or just beginning, will find his wants met. Careful attention is given individual students. Having a score of teachers, and meeting them several times a term in a body, the president easily learns the standing and needs of each student.

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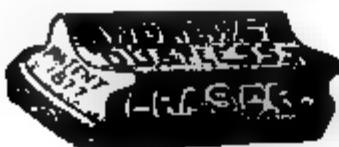
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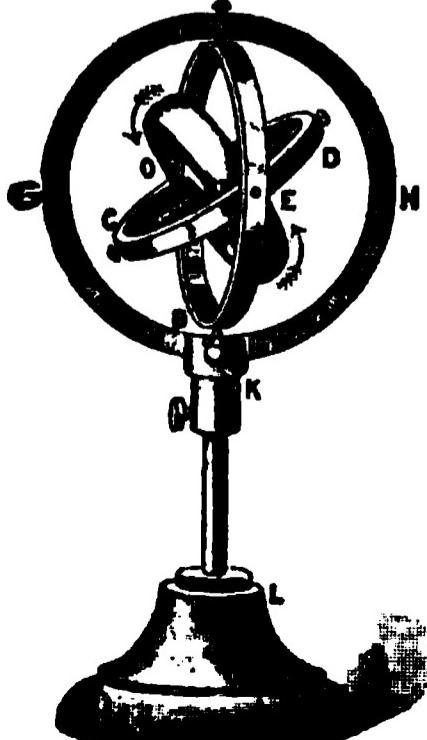
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The Indiana Normal College, of Covington, Indiana, has been established since my duties as Judge of the 21st Judicial Circuit of Indiana, which has required my presence a considerable portion of my time in each year at Covington, and I take pleasure in testifying to the fact that as an institution of learning, upon an economic basis, both as to time and money, it well deserves the support it has received, and I predict for it a permanent place among the best educational institutions of that character.

JOSEPH M. RABB, Judge 21st Judicial Circuit.

COVINGTON, IND., Feb. 23, 1883.

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SAMPSON REED, Cashier.

S. P. GRAY, Asst. Cashier,

of Citizens State Bank, Covington, Ind.

I take pleasure in commanding the Indiana Normal College, located in Covington, Indiana, to those preparing for teaching and business life.

**W. R. MIKELS,
Pastor M. E. Church.**

Covington, Ind., Nov 24th, 1883.

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COVINGTON, IND., Feb. 23, 1883.

TO WHOM IT MAY CONCERN:

After a residence in Covington, Ind., since the organization of the Indiana Normal College, with good opportunity of observing the character of work done by it, I regard it to be all which the management claim for it. Our citizens are proud of its record. It has prepared hundreds of young ladies and gentlemen for important and responsible positions which they have secured by means of their acquirements which the wise christian management of this College has been enabled to furnish them. The highest encomium a young man or woman can have in this community is, that he or she is a graduate of Indiana Normal College.

Very Respectfully,

GEO. K. MCCOMAS, Cashier.

COVINGTON, IND., Feb. 23, 1883.

TO WHOM IT MAY CONCERN—Since coming here I have learned much of the Indiana Normal College and its corps of instructors, and have been much pleased and gratified to know of its success. And now in this new departure, with C. W. Burton at its head, I am sure its usefulness will be much augmented, and I bespeak for it the cordial consideration and hearty support of parents and young people, and recommend it to them as a good institution of learning.

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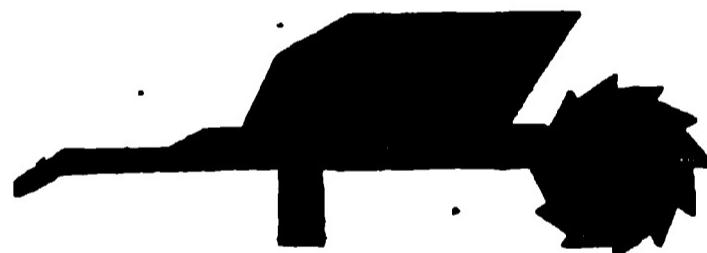
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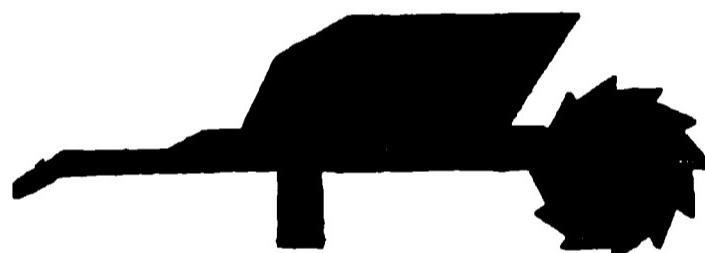
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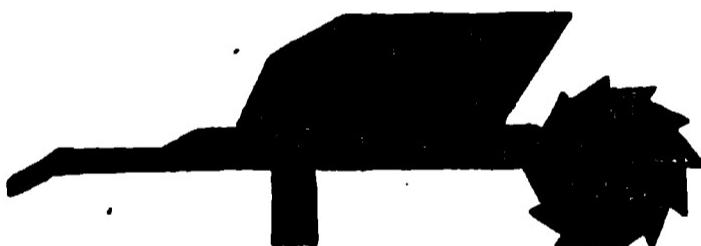
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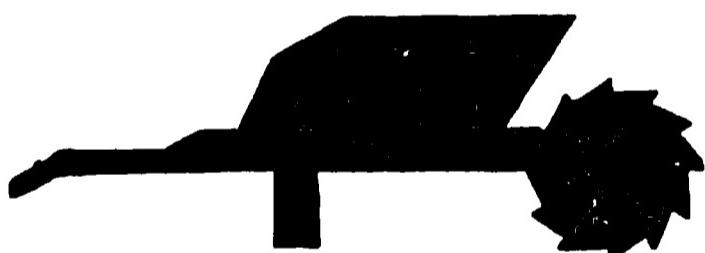
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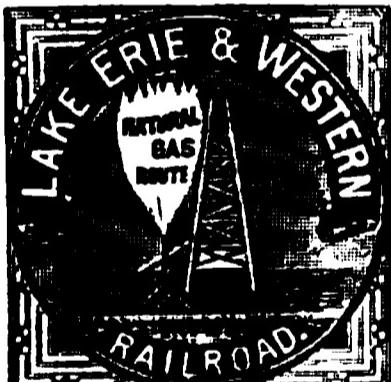
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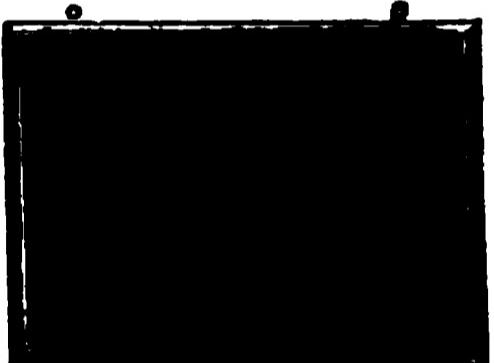
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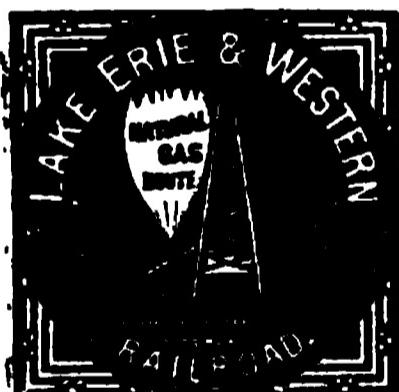
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TABLE OF CONTENTS:

hat should be done with Incorrigibles?—T. J. Charlton.....	1	LEND A HAND.
Primary Literature.— Carolyn Adams.....	12	Have you "Peas in your Shoes?" 53
RIDAY AFTERNOON.		EDITORIAL.
Washington's Birthday—Program. Hannah L. Elder.	17	Happy New Year..... 57 Washington's Birthday 58 Philip Armour's Gift to Chicago. 58 Columbian Exposition 59 Grading in Country Schools . . 59 What Apparatus to Buy..... 60
EPARTMENT OF PEDAGOGY.		QUESTIONS AND ANSWERS.
Guide to the Study of Literature. 29		State Board Questions 61 Answers to Preceding Questions. 63
The System as the Child.	35	QUERIES AND ANSWERS..... 68
The Socratic Method.. ..	38	MISCELLANY.
IMARY DEPARTMENT.		In Indiana.—Poem. 69 City Supts' Convention —Resolu-
Second Phase of Primary Read- ing Illustrated.	38	tions. 69
Primary Language	41	PERSONALS. 72
IN SCHOOL ROOM.		BOOK-TABLE. 73
Helping Pupils	48	
Story for First Year Pupils.....	49	
Language Exercise	51	

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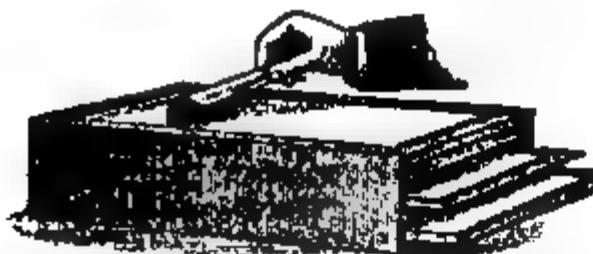
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TABLE OF CONTENTS:

State Teachers' Assoc. Meeting....	75	SCHOOL ROOM—
Teaching as a Profession.....	75	The Use of Written Examinations 115
Relation of School Training to Citi- zenhip	79	Reading, Answer Repeaters, That'll Do, Hand Swinging, Spelling Papers 117
Report on Reading Circles.....	82	DEPARTMENT OF PEDAGOGY—
Scholarship vs. Professional Train- ing	84	Division 119
The Public Schools and Real Life..	87	Guide to the Study of Literature 121
Present Tendencies in Education..	89	LEND A HAND—
A Plea for Industrial Training....	90	A Lesson in Division 127
Amendment to the Constitution....	91	How Washington Kept a Birthday 130
Should We Have Free Text-Books?	92	EDITORIALS—
Report on the Educational Exhibit at the World's Fair.....	94	Notes 131
Report of Legislative Committee..	98	School Legislation 132
School Officers Section.....	99	U. S. School Commissioner 133
Mathematical Section.....	100	QUESTIONS AND ANSWERS—
County Superintendents' Meeting	101	State Board Questions 132
High School Section.....	102	Answers 136
Country and Village Section.....	103	QUERIES AND ANSWERS 140
PRIMARY DEPARTMENT—		MISCELLANY—
Primary History.....	105	Items 142
Language Work	110	Personal 144
		Book Table 145

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10 1893 NUMBER 4.

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Superintendent of Public Instruction.

TABLE OF CONTENTS:

A School of the Future.....	219	FRIDAY AFTERNOON—	
Edgar Packard.		What Do We Plant?	260
An Autumn Walk by a School.....	226	Arbor Day March	261
Julia Ashley.		EDITORIALS—	
PRIMARY DEPARTMENT—		Items	261
Primary History.....	230	Our Prize Offer	263
Primary Language	237	QUESTIONS AND ANSWERS—	
DEPARTMENT OF PEDAGOGY—		State Board Questions for Feb... 264	
A Guide to the Study of Literature.....	241	Answers to Preceding Questions. 267	
Division.....	244	QUERY AND ANSWER DEPARTMENT. 271	
Long Division.....	246	MISCELLANY—	
THE SCHOOL ROOM—		To the Children of Indiana—a poem. 273	
Questioning.....	248	Rose Hartwick Thorpe.	
Opening Exercise.....	251	To the Educators 274	
A Letter.....	252	Oliver Wendell Holmes.	
Observation.....	253	PERSONAL..... 278	
LEND A HAND—		BOOK TABLE	280
Number Stories	254		
The Extra Lesson	257		

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TABLE OF CONTENTS:

The Indianapolis Schools	285
Dr. J. M. Rice.	
Notes on the Use of Tobacco	290
Erastus Test.	
PRIMARY DEPARTMENT—	
Biography Works.....	292
What Is the Remedy?.....	296
THE SCHOOL ROOM—	
A Grammar Lesson.	299
Dont's for the Reading Class. .	302
Caroline B. LeRow.	
LEND A HAND—	
Number Stories.	304
More About Spiders.....	306
DEPARTMENT OF PEDAGOGY—	
A Guide to the Study of Literature.....	306
Division	312
FRIDAY AFTERNOON—	
Program for Decoration Day....	314
Mary V. Sinclair.	

EDITORIALS—	
Items	319
World's Fair	320
Obligation of Trustees to Teachers.	320
Liberty Bell Going to Chicago .	321
QUESTIONS AND ANSWERS—	
State Board Questions for March	321
Answers to Preceding Questions.	324
QUERY AND ANSWER DEPARTMENT	329
MISCELLANY—	
Northern Indiana Teachers' Association...	330
Southern Indiana Teachers' Association.	334
World's Fair.....	337
Items.....	338
PERSONAL.	339
BUSINESS.	340

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TABLE OF CONTENTS:

The Law and the Schoolmaster...	341	Can You Read?.....	374
Win. C. Sprague.			
Industrial Training.....	346	DEPARTMENT OF PEDAGOGY—	
W. N. Hailmann.		A Guide to the Study of Literature	376
The Wonder World.....	349	How to Interest Pupils.....	378
Jennie Pate.		Square Root	380
Two Black Beans (Poem).....	353	J. V. Zartman.	
Edgar Packard.		EDITORIALS—	
PRIMARY DEPARTMENT—		Items	383
Variety in Dress	354	Teachers' Licenses	384
Select Schools	355	College Pranks.....	385
✓ U. S. History (Advanced)	357	Fort Wayne vs. Terre Haute.....	386
FRIDAY AFTERNOON—		QUESTIONS AND ANSWERS—	
I Meant To.....	362	State Board Questions for April. 386	
The Little Lazy Cloud.....	363	Answers to Preceding Questions. 389	
A Dialogue for Two Little Boys	364	QUERY AND ANSWER DEPARTMENT 394	
A Song of Spring	364	MISCELLANY—	
THE SCHOOL ROOM—		Report from Reading Circles by	
A Geography Lesson.....	365	Counties	395
Order.....	366	Wabash College	397
Wasting Time	367	Items	398
8:18 P. M., April 14, 1865.....	375	PERSONAL	400
LEND A HAND—		BUSINESS NOTICES.....	401
"This, Too, Shall Pass Away." 371			

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Superintendent of Public Instruction.

TABLE OF CONTENTS:

Advantages to be Derived from Having American Literature Read in the Schools—A Prize Essay. Irving King	403	John's Sister	440
Compulsory Education. T. J. Charlton.....	406	The Bird's Lesson	440
DEPARTMENT OF PEDAGOGY—		EDITORIALS—	
The Two Principles Underlying a Course of Study.....	416	Items	441
THE SCHOOL ROOM—		The Refunding Law.....	442
Purpose	422	Trouble at the State Normal ...	443
A Primary Number Lesson.....	425	Headquarters for Teachers at the World's Fair	444
PRIMARY DEPARTMENT—		QUESTIONS AND ANSWERS—	
An Illustration of Busy Work..	427	State Board Questions for May..	445
U. S. History—Advanced.....	429	Answers to Preceding Questions.	448
Educational Bearing of Feeling	432	MISCELLANY—	
LEND A HAND—		List of County Superintendents	454
How One Teacher Read.....	434	A Plea for Fairness.....	456
FRIDAY AFTERNOON—		Needed Improvements in Institute Work.....	456
Animals.....	438	Items.....	457
The Patriarch's Blessing.....	439	PERSONAL	459
		BOOK TABLE.....	462
		BUSINESS NOTICES.....	464

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INDIANA

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Superintendent of Public Instruction.

TABLE OF CONTENTS:

The Best Teacher from a Superin-	tendent's Point of View.....	467
W. C. BELMAN.		
The Best Superintendent from a	Teacher's Point of View.....	475
JANE LANGLEY.		
The Rural School.....	484	
Why the Teacher Should be Early	485	
PRIMARY DEPARTMENT—		
History.....	486	
Nature of Busy Work.....	488	
The Stamp Act Congress, 1765..	490	
LEND A HAND—		
In the Children's Building at		
Chicago.....	495	
THE SCHOOL ROOM—		
Class Excursions.....	498	
DEPARTMENT OF PEDAGOGY—		
Sectarian Training — Religious		
Training.....	506	
The World's Fair.....	506	
A Guide to the Study of Litera-		
ture—Figures of Association.	508	

EDITORIAL—

Arbor Day.....	511
Longest Day in the Year.....	511
Lake Forest University.....	511
What Makes a Good School Jour-	
nal?.....	512
The Trouble at the State Nor-	
mal School.....	513
The World's Fair.....	514

QUESTIONS AND ANSWERS—

State Board Questions Used in	
June.....	515
Answers to Preceding Questions.	518

QUERIES AND ANSWERS.....

MISCELLANY—

List of Institutes to be Held....	525
State Normal Class of '93.....	527
PERSONAL.....	528
BOOK TABLE.....	530
BUSINESS NOTICES.....	533

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Superintendent of Public Instruction.

TABLE OF CONTENTS

County Superintendents be ing to be Professionally and Scientifically Qualified?.....	535	EDITORIAL—	
W. E. CARROON.		Patriotism	573
of the Term "Hoosier."....	543	A Criticism	574
What to Look For	546	The First Day of School.....	574
ANNA C. BRACKETT.		The Trouble at the State Nor- mal.	575
DEPARTMENT—		Sarah T. Bolton	576
Act Congress of 1765.....	549	QUESTIONS AND ANSWERS—	593
of Boyhood.....	554	State Board Questions Used in July.	577
HAND—		Answers to Pending Operations. 580	
Children's Building.....	556	QUERIES AND ANSWERS.....	584
TOOL ROOM—		MISCELLANY—	
nations	559	Pay for Attending Township Institutes	585
MENT OF PEDAGOGY—		Teachers' Reading Circle	586
tion and Freedom.....	564	Young People's Reading Circle	587
le to the Study of Litera- ture.....	567	PERSONAL	589
IVING EXERCISES	570	BOOK TABLE.....	592
: (1) Do not be too Proud to Ask Doubts; (2) Punctuality; (3) The Se- Success; (4) True Heroism; (5) before You Speak.		BUSINESS NOTICES.....	593

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INDIANA

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TABLE OF CONTENTS

Prize Essay on American Literature	MARY F. HAZLE	595	FRIDAY AFTERNOON—	
Are You Miss Flint?—Ex.....	599	Arbor Day Program.....	630	
Educational Indiana.—Ex.....	604	EDITORIAL—		
LEND A HAND—		Items.....	633	
Early Days.....	606	The New Oklahoma.....	634	
PRIMARY DEPARTMENT—		The Consistency of Inconsistency	634	
The Best.....	609	State Normal Troubles	635	
Ideals	610	Arbor Day.....	636	
Busy Work.....	614	QUESTIONS AND ANSWERS—		
THE SCHOOL ROOM—		State Board Questions Used in		
The Sentence as a Means of		August.....	638	
Culture.....	620	Answers to Preceding Questions.	640	
Five Peas in One Pod.....	622	QUIRIES AND ANSWERS.....	645	
Endings.....	624	MISCELLANY—		
DEPARTMENT OF PEDAGOGY—		Items	646	
Religion in the Public School... .	625	PERSONAL	648	
Education and Freedom	628	BOOK TABLE.....	652	
Subscription Price, \$1.50 Per Ann.		BUSINESS NOTICES.....	652	

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Superintendent of Public Instruction.

TABLE OF CONTENTS:

History of Educational Journalism in Indiana	GEO. F. BASS	655	EDITORIAL—	
New Theory of Intermittent Springs	M. L. HOFFMAN	662	List of Good Books..	693
A Soft Answer		666	Arbor Day	693
PRIMARY DEPARTMENT—			Horace Mann	694
Ideals		667	Chicago Day Attendance.....	695
Spelling		671	The World's Fair..	696
THE SCHOOL ROOM—			The State Normal School.	698
Analysis		675	QUESTIONS AND ANSWERS—	
Tardiness		678	State Board Questions for Sep- tember	699
Relics.		679	Answers to Preceding Questions.	702
DEPARTMENT OF PEDAGOGY—			QUERIES AND ANSWERS..	706
A Guide to Teaching Literature.		680	MISCELLANY—	
Essay Writing		684	Columbus's Ashes.	708
LEND A HAND—			The New Liberty Bell.	708
Discipline		686	PERSONAL	713
Desk Work....		689	BOOK TABLE.....	715
FRIDAY AFTERNOON—			BUSINESS NOTICES.....	717
Dialogue for Thanksgiving Day.		690		

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TABLE OF CONTENTS:

Qualifications of County Superintendents.....	719	FRIDAY AFTERNOON—	
E. G. MACHAN.		Christmas Program.....	761
Definition of Poetry	722	A Merry Christmas—The Shepherd Boys' Carrol—Legend of the Christmas Tree—If I Were Santa Claus—The Christmas Chimes—Wonder What I'll Get?	
ARISTENE N. FELTS.			
The Law and the Schoolmaster..	729	EDITORIAL—	
PRIMARY DEPARTMENT—		Author of "America"	767
Purpose of Object Lessons	734	College Brutality	767
Devices for Primary Biography		Hard on Tobacco Users	768
Work	735	Trouble at the State Normal....	768
Primary Phase of the Beautiful	738	Is the Law Constitutional?	769
DEPARTMENT OF PEDAGOGY—		QUESTIONS AND ANSWERS—	
World's Fair from Above.....	743	State Board Questions for October.....	769
The Teacher's Ferris Wheel	745	Answers to Preceding Questions.	772
LEND A HAND—		QUERIES AND ANSWERS.....	776
Lesson from Burke	748	MISCELLANY—	
Christmas Story.....	751	Indiana State Teachers' Association (Program)	777
THE SCHOOL ROOM—		A Pennsylvania Institute.....	781
Study the Reading Lesson	753	Meeting of City Superintendents	783
The Wind and the Leaves (Poem)	754	PERSONAL	786
Punishment—Friday P. M. .	755	BOOK TABLE.....	788
Programs—Nature Work	756	BUSINESS NOTICES.....	790
Q. C. D. and L. C. M.	757		
How Much?.....	759		
Suggestions for Teachers.....	760		

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